Education in Bengal,
progress report
for the Quinquennium
1907-08 to 1911-12

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OF THE
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PROGRESS

OF

EDUCATION IN BENGAL

1907-08 TO 1911-12.

FOURTH QUINQUENNIAL REVIEW.

BY

M. PROTHERO, M.A.,

INDIAN EDUCATIONAL SERVICE.

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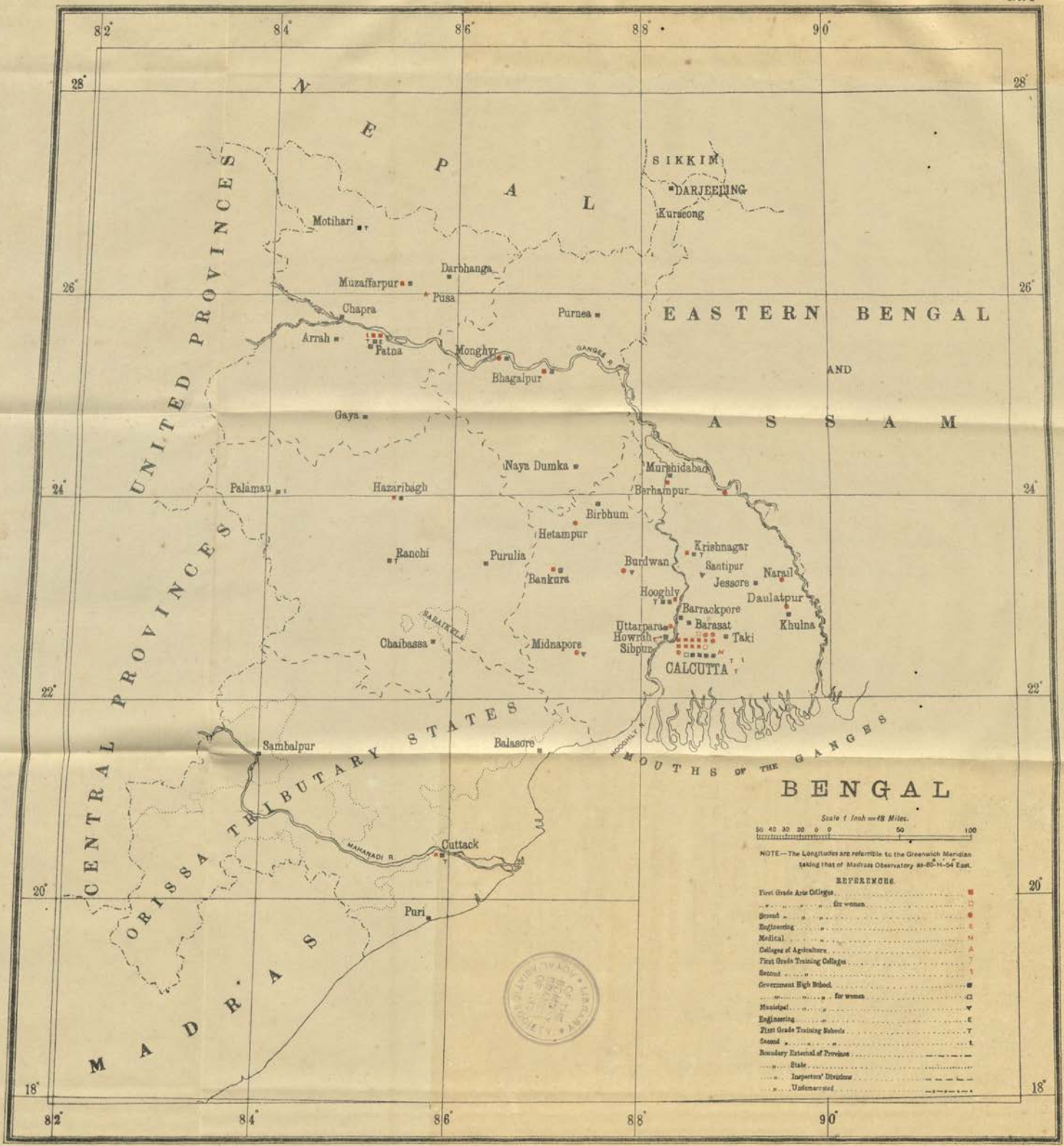

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No. II

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(Excluding Schools for Europeans)

REFERENCES.

Percentage of children of school-going age under public instruction—

Class I Above 25 per cent.

„ II Between 20 and 25 „

„ III „ 10 and 20 „

„ IV „ 10 and 6 „

Darjeeling 2·6 per „

(Excluding Schools for Europeans.)

REFERENCES.

Percentage of boys of school-going age who are in the Secondary stage of instruction—

Class I.	Above 5 per cent ...	
„ II.	Between 3 and 5 „ ...	
„ III.	Between 1 and 3 „ ...	
„ IV.	Below 1 „ ...	

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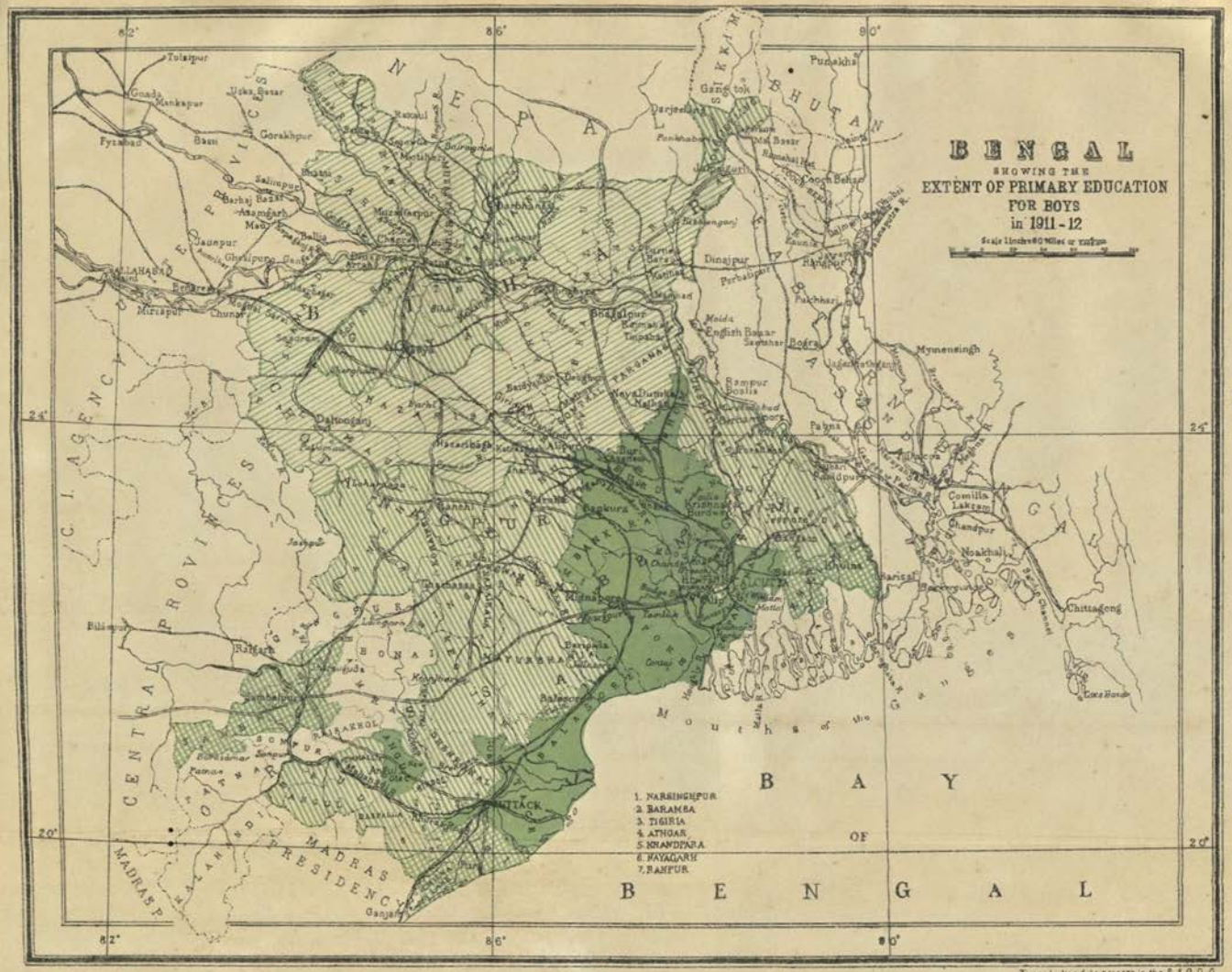

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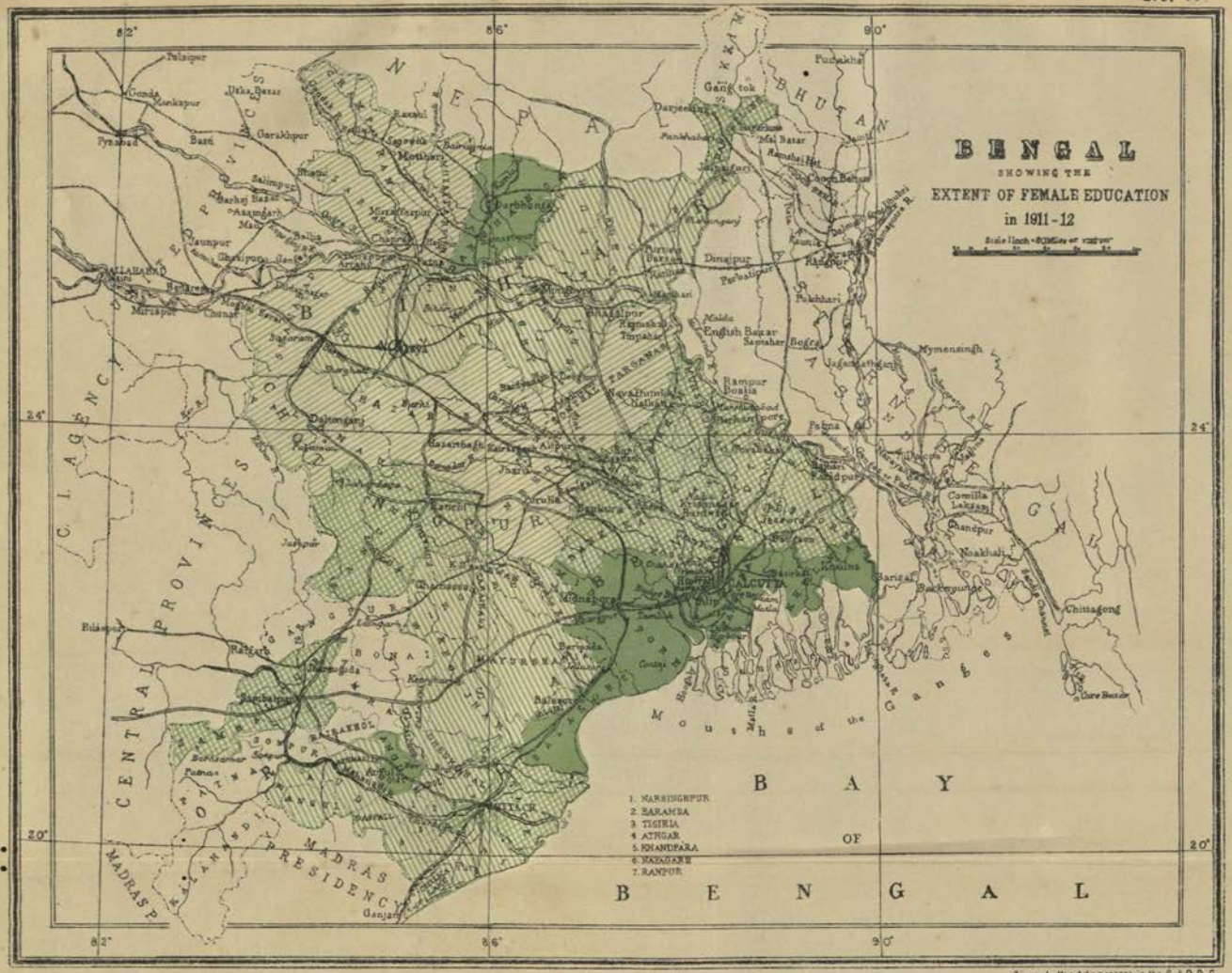

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Excluding Schools for Europeans

REFERENCES.

Percentage of girls of school - going age who are under public instruction—

Class I. Above 7 per cent. .....

" II. Between 4 and 7 .....

" III. " 2 and 4 .....

" IV. Below 2 .....

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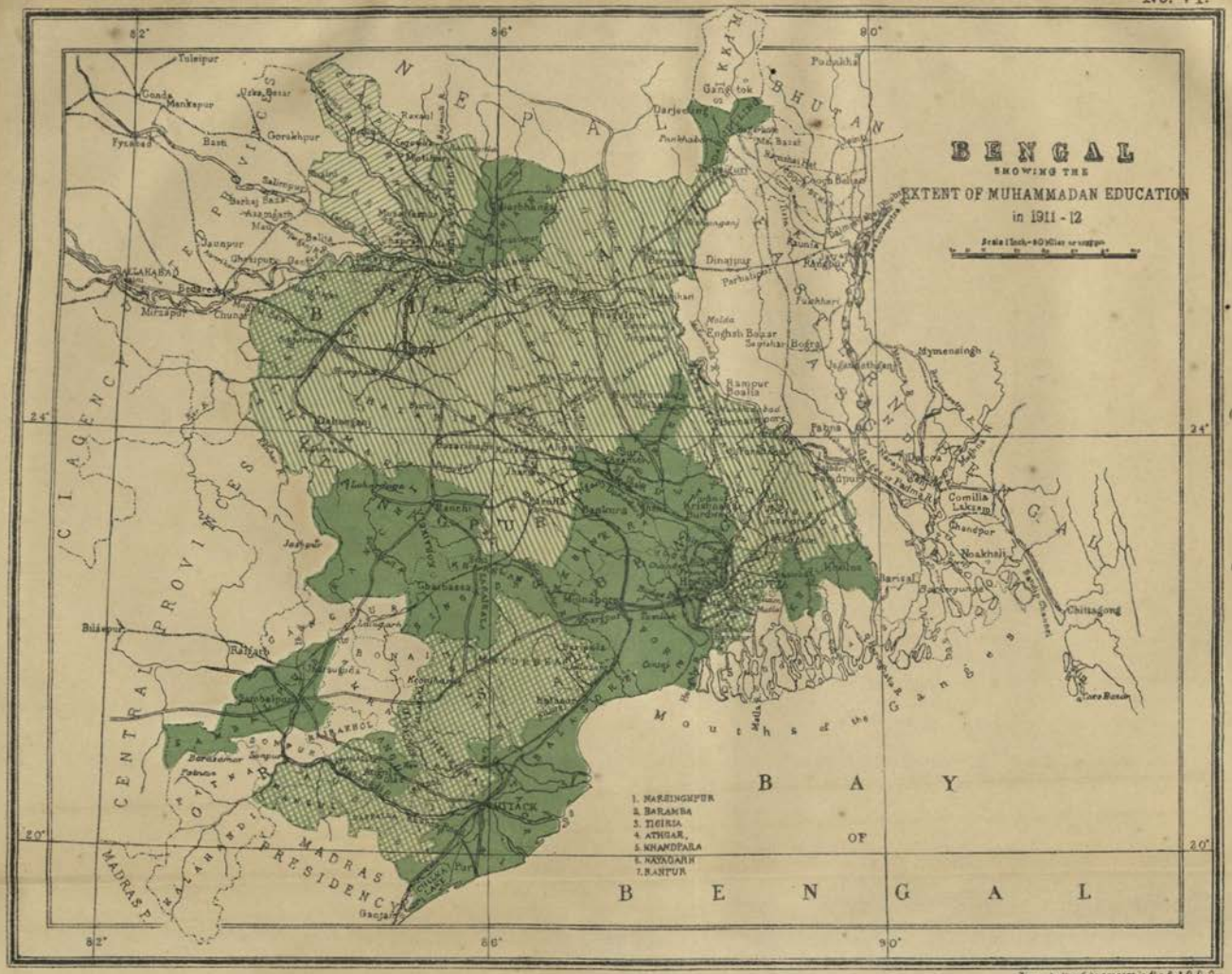

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PROGRESS

OF

EDUCATION IN BENGAL

1907-08—1911-12.

FOURTH QUINQUENNIAL REVIEW.

CHAPTER I.

INTRODUCTORY.

The Area dealt with in the Review.

Area dealt with.

1. This review deals with the same area as was treated of in the Third Quinquennial Review, namely the Province of Bengal as it stood on the 31st March 1912. The area of the Province is 1,30,781 square miles, and the population according to the Census of 1911 was 5,50,38,221.

The last Quinquennial Review stated that the Uriya-speaking States of Patna, Kalahandi or Karond, Sonpur, Bamra and Rairakhol, which had been transferred to Bengal by the Partition of 1905, and the States of Gangpur and Bonai, which had been placed under the Commissioner of Orissa instead of the Commissioner of Chota Nagpur, were not included in the review because they had not furnished statistics. For the same reason the Director of Public Instruction in his Circular No. 14, dated 28th March 1912, ordered them to be excluded from the scope of the present review.

The additions which must be made to the Provincial Statistics on account of the 7 Feudatory States not included in the tables.

2. The total number of pupils under instruction and of educational institutions, both public and private, in the Tributary and Feudatory States was at the close of the period under review 73,309 and 2,092 respectively. These figures were supplied by the Political Agent, Orissa Feudatory States. The Inspector of Schools, Orissa, has only furnished figures for the 17 Tributary States of Orissa which were under the supervision of the Commissioner before 1905. The total number of pupils and schools returned by the Agency Inspector for these 17 States are 50,181 pupils and 1,743 schools. These figures only are included in the statistics of this report. Consequently to the total number of pupils and institutions (public and private) shown in the statistics appended to this report, 23,128 pupils and 349 institutions must be added on account of the 7 Feudatory States added to Bengal in 1905. The figures for the 2 Feudatory States of Kharsawan and Seraikela, which remain under the supervision of the Commissioner of Chota Nagpur, have been included by the Inspector of that Division in the divisional statistics.

Only those Native States are included in the tables in which Education is under the control of the Director of Public Instruction.

3. Under the present arrangement, only those Native States are included in the statistics in which education is under the control of the Director of Public Instruction.

The Arrangement of the Review.

4. Mr. Hornell's Quinquennial Review has been followed as closely as possible. As regards tables, the general statistics prescribed by the Government of India are included in this volume. A supplementary table is also published. This contains two parts, the first consisting of the tables similar to those contained in the first part of the second volume of Mr. Hornell's review, the second comprising the additional tables which are usually published in connection with the annual reports on public instruction.

CHAPTER II.

CONTROLLING AGENCIES.

Statistics of Management.

The Proportion of the Publicly and Privately managed Institutions of all classes.

5. The returns for 1911-12 show 45,956 educational institutions conforming to recognized standards as against 39,815 in 1906-07. The increase is largest under the head of Primary Schools. Of these, 1,049 or 2·3 per cent. were under public management. Of the 44,907 institutions under private management, 34,573 or 76·9 per cent. were aided. Primary schools contributed 39,466 institutions to the total mentioned above. This figure is almost equal to the *total* number of institutions in 1906-07. Only 539 or 1·4 per cent. of the primary schools included in the returns were under public management. The proportion of publicly-managed secondary schools is greater. Out of a total of 1,629 secondary schools, 229 or 14·05 per cent. were under public management. The total number of colleges shown in the returns is 46. This figure includes 9 institutions for teaching law. Of the 37 institutions, 13 are under public management. As regards Arts Colleges, out of a total of 32, 9 are under public management, and of those under private management 15 are returned as unaided. Four thousand eight hundred and fifteen recognized institutions for special instruction appear in the statistics. Of these, 263 or 5·4 per cent. are under public management. It is only in the training of teachers that Government takes the lead, managing 211 out of 227 institutions.

The Education Budget as a whole.

6. The statement given below compares the Education Budget as a whole in 1906-07 and 1911-12, respectively, under their various major heads. In most cases the reasons for the increases are given in the chapters dealing with the major heads.

Heads of Charges.	1906-07.	1911-12.	REMARKS.
	Rs.	Rs.	
(1) University	80,000	53,500	This amount does not include the grants made by the Government of India to the Calcutta University.
(2) Direction	91,300	1,18,000	Salary of Additional Assistant Director and increase in the personnel of the Director's Office.
(3) Inspection	4,35,500	8,60,000	Increase of inspecting staff and salary of Superintendent of Industries.
(4) Government Colleges, General	6,69,000	7,06,000	
(5) Ditto do. Special	2,91,000	3,63,000	
(6) Ditto Schools, General	5,50,000	7,30,000	
(7) Ditto do. Special	5,10,000	8,28,000	
(8) Grants-in-aid	7,80,000	12,50,000	
(9) Contribution to District Boards.	5,45,000	5,89,000	
(10) Scholarships	1,65,000	2,00,000	
(11) Lump Provision for Non-recurring Charges.	3,97,200	12,00,000	
(12) Miscellaneous	1,23,000	1,25,000	
(13) Refunds	3,000	4,000	
(14) Grain Compensation Allowance	5,000	.....	
Total ...	46,45,000	70,26,500	
Deduct for rounding ...	.....	−500	
Grand Total ...	46,45,000	70,26,000	

The Education Department.

7. On 31st March 1912 there were 47 appointments included in the cadre of the Indian Educational Service. The corresponding number at the close of the previous quinquennium was reported in Mr Hornell's review as 32; but this left out of account the Indian Educational Service post on a special rate of pay which Miss Brock held. The number of Indian Educational Service appointments must therefore be held to have increased by 14 only. Eight of the fourteen additional appointments have been created during the period under review with a view to strengthen the staff of Government Arts Colleges, viz. for the Principalships of the Colleges at Hooghly, Krishnagar and Cuttack, for two additional Professorships at the Patna College, and for three additional Professorships at the Presidency College. The remaining six additional appointments are due to the creation of two Professorships for the David Hare Training College, the Professorship of Industrial Chemistry for the Civil Engineering College, the post of an Inspectress for the Hindi-speaking divisions, the Principalship of the Women's Training College at Bankipore, and to the admission to the Indian Educational Service, of the Professor of Mining Engineering of the Civil Engineering College. The previously existing post for the Superintendent of English Training Colleges having been used to provide a post for the Principal of the David Hare Training College, no appointment had to be created for the latter officer. Of the 47 appointments referred to, 43 were on ordinary rates of pay and 4 on special rates. As many as 12 of the sanctioned 47 appointments were vacant on the 31st March 1912. The Indian Educational Service.

8. On 31st March 1912 the number of appointments in the Provincial Educational Service was 111 against 91 on the corresponding date of 1907. Twenty-five new appointments were created during the quinquennium, but five appointments which previously existed were abolished. The net increase in number therefore was twenty only. Of the 25 new appointments, 8 were created under the scheme for strengthening the inspecting agency, 1 for the Demonstratorship of Geology, Presidency College, 13 for strengthening the staff of Arts Colleges as necessitated by the revised regulations of the Calcutta University promulgated in August 1906, 2 for improving the Hooghly Madrasa, and 1 for the David Hare Training College. The 5 appointments referred to were abolished;—because special rates of pay outside the Provincial Educational Service were granted to the Superintendent of the Amalgamated Reformatory School at Hazaribagh, the Vice-Principal of the School of Art in Calcutta, the Head Mistress of the Dow Hill Girls' School at Kurseong, and to the Head Master of the Nawab Bahadur's Institution at Murshidabad;—and because the control of hostels and students' messes in Calcutta was made over to the University authorities, rendering the previously existing Provincial Educational Service appointment of Inspector of Hostels and Students' Messes unnecessary. The Provincial Educational Service.

9. The number of appointments in the Subordinate Educational Service was stated in Mr. Hornell's review to have been 557 on 31st March 1907. The number on 31st March 1912 was 821. Two hundred and eighty-four appointments, it will thus be seen, were added to the cadre of the Subordinate Educational Service during the quinquennium. The bulk of this increase was owing to the creation of 135 new appointments in connection with the scheme for strengthening the subordinate inspecting agency, and of 169 appointments to provide for the Sub-Inspectors who were previously serving under District Boards and who were provincialised in 1906.

10. The following statement compares the numbers in the different grades of the Lower Subordinate Educational Service as they stood on 31st March 1912 with the numbers on the corresponding date of 1907:—

Class.	Pay.	Number of Appointments—	
		On 31st March 1907.	On 31st March 1912.
	Rs.		
I	35—2—45	62	74
II	30—1—35	86	104
III	25—1—30	122	139
IV	20—1—25	165	184
V	15—1—20	263	259
	Total ...	698	760

It will be seen from the above statement that there has been a net increase of 62 appointments in the Lower Subordinate Educational Service. The bulk of this increase took place in the year 1907-08, when 59 Lower Subordinate Educational Service appointments out of the 100 such appointments sanctioned under the scheme for strengthening the subordinate inspecting agency were permanently filled.

Prospects of Officers.

11. The pay and prospects of officers of all the different educational services are considered to be unsatisfactory. Separate proposals have accordingly been submitted for their improvement in the case of the Indian Educational Service and the Provincial Educational Service. These proposals will have to be postponed till the new Public Service Commission reports. As regards the Subordinate Educational Service and the Lower Subordinate Educational Service, a certain measure of improvement will be effected when the proposals regarding the improvement of secondary education are accepted; and it is hoped that with the additional funds that are likely to be available in the near future for the advancement of education the introduction of this improvement scheme will not be delayed much longer. The ungrading of the Lower Subordinate Educational Service and the institution of a separate cadre for subordinate inspecting officers, both of which measures have now been decided on but which have had to be deferred owing to the repartition of the Province, are also calculated to improve the position and prospects of the Subordinate Educational Service and Lower Subordinate Educational Service officers concerned. It is also in contemplation to remove the clerks in the Director's office and in the offices of the Inspectors of Schools and of the Principals of Colleges from their positions in the various grades of the Subordinate and Lower Subordinate Educational Services and in appointments outside the grades, and to rearrange them in a clerical service. As a preliminary step, proposals have been submitted to Government for forming a separate cadre for the assistants in the office of the Director.

Officers outside the Grades.

12. On the 31st of March 1912 there were 21 officers not within the classified list who were drawing salaries varying from Rs. 200 to Rs. 1,400; also 156 miscellaneous officers outside the grades on salaries ranging from Rs. 15 to Rs. 150. The latter figure excludes (*i*) the artisans in the Reformatory School and the Civil Engineering College, and (*ii*) the Pandits in the guru-training schools and in the model primary girls' schools. In the absence of special orders governing individual cases, European officers on salaries outside the grades, such as the European officers, who belong to the Provincial Educational Service or the Subordinate Educational Service, are not considered eligible for the European Service Leave Rules. This restriction operates hardly in some cases, and proposals have been submitted to Government for a modification of the rules in this particular.

Direction and Inspection.

Direction.

13. Since the year 1906-07 the directing staff has been strengthened by the appointment of a Special Officer in connection with technical and industrial education, and by the temporary deputation of a Provincial Educational Service officer as Additional Assistant Director of Public Instruction.

The General Inspecting Agency.

14. The table below shows the strength of the inspecting agency in each Division, as it was at the end of the period under review:—

Division.	Inspectors and Additional Inspectors.	Assistant Inspectors.	Deputy and Additional Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.
Burdwan Division ...	3	4	21	73	17*
Presidency Division excluding Calcutta.	4	3	11	44	9
Calcutta (special staff) ...	...	...	2	3	...
Patna Division including Tirhut	2	2	7	55	13
Bhagalpur Division ...	1	1	7	37	7
Orissa Division ...	1	1	7	62	18
Chota Nagpur Division ...	1	1	5	29	6

N. B.—The above table shows the Agency Inspector for the Orissa Feudatory States under head "Assistant Insepctors." This also includes the special Inspecting Officers for Muhammadan Education.

* Including the post of Assistant Sub-Inspector of Sonthal Schools for Birbhum, Bankura, and Midnapore sanctioned under Government order No. 2129, dated the 26th March 1908.

Additional Inspectors.

15. Until lately there used to be 2 Inspectors, *i.e.* 1 Inspector and 1 Additional Inspector, in each Division. In view of the very large number of high schools in the Burdwan and Presidency Divisions as compared with Bhagalpur, Chota Nagpur and Orissa, Burdwan has under recent orders been given 2 Additional Inspectors and the Presidency 3, and the Divisions of Bhagalpur, Chota Nagpur and Orissa have each been left with only 1 Inspector.

Inspecting Pandits.

16. In addition to the officers mentioned in the above table, there were on 31st March 1912, 388 Inspecting Pandits or Guru-instructors, who do not render service under Government qualifying for pension. It has always been laid down that the main duty of these officers is the instruction of gurus; and it was suggested in the last Quinquennial Report that when the staff of Sub-Inspectors had reached its full sanctioned strength, it might be possible to exempt the Guru-Instructors from the ordinary work of inspection altogether. This has not yet been found entirely possible; but a gradual restriction of the purely inspecting duties of the Guru-Instructors is being aimed at: and it is now disinctly prescribed in the new model rules for the administration of the primary grant that the Inspecting Pandits shall only inspect primary schools when it is deemed necessary by the Inspectors.

Territorial Distribution of Work among Inspecting Officers.

17. A scheme has now been passed sanctioning, as an experimental measure, a territorial distribution of work among the Inspectors (Divisional and Additional) in the Presidency, Burdwan, and Patna (including Tirhut) Divisions. The Divisional Inspector takes the general educational administration, the inspection of all Government high schools and a certain number of aided high English schools. A similar arrangement regarding the work of Assistant Inspectors and Deputy (including Additional Deputy) Inspectors also obtains. With regard to the latter classes of officers, however, it is also proposed that when there is more than one Assistant Inspector in a Division or more than one Deputy (including additional Deputy Inspectors) Inspector in a district, the officers concerned should have their headquarters at different places. This proposal is still under consideration in the office of the Director of Public Instruction. As regards the Patna and Tirhut Divisions, a new arrangement was sanctioned from the 8th October 1911, whereby the Inspector of Schools, Patna, retained administrative control of both Divisions, while, in all other matters, the Tirhut Division was made over exclusively to the Additional Inspector of Schools. It was also decided that the Assistant Inspector should in future confine himself to the Patna Division.

The Travelling Allowance of Sub-Inspectors.

18. Orders were published during the period under review granting daily allowance, in lieu (and to the exclusion) of mileage, to Sub-Inspectors. The present orders are that the daily allowance cannot be drawn for more than 24 days in the month. It has been suggested that the limit to the number of days in the month for which the allowance can be drawn should be removed, but that the limit to the total amount of travelling allowance which can be drawn during the year should be retained. The change would encourage these officers to make up in the months favourable to touring for the days during which they are detained at head quarters by official business or any other cause. These orders have been embodied in Appendix No. 25 to the Civil Service Regulations, and they relate to Assistant Sub-Inspectors as well.

Special Inspectors.

19. During the period under review the following additions were made to the class of officers who may be denominated "Special Inspectors":—

(*i*) Superintendent of Industries and Inspector of Technical and Industrial Institutions in Bengal. Dr. DuPré Denning joined his post on 28th January 1910.

(*ii*) Six officers for Muhammadan Education, 3 of the status of Assistant Inspector,—1 for Burdwan, 1 for Presidency, and 1 for the Patna and Tirhut Divisions; 2 of Deputy Inspectors; 2 of Sub-Inspectors; and 2 of Assistant Sub-Inspectors. No additional appointments were, however, created for these officers, they being provided for by reducing the number of appointments for the general inspecting agency to the necessary extent.

Inspecting Maulvis.

(*iii*) There are 8 Inspecting Maulvis in all, 6 of them are Government and 2 District Board officers.

Sonthal Special Inspecting Agency.

(*iv*) The special Sonthal inspecting agency is composed of 3 Sub-Inspectors, 1 Assistant Sub-Inspector, and 2 Inspecting Pandits. There is also a Special Sub-Inspector for Sonthal Schools in Birbhum, Bankura, and Midnapore. The Burdwan Divisional Inspector asks for the services of at least one other Sub-Inspector for similar duty, one to serve in Birbhum only, and one in Bankura and Midnapore.

Chota Nagpur Special Inspecting Agency for Aboriginal Races.

(*v*) One Ho Sub-Inspector and three Ho Inspecting Pandits in Singhbhum. One Munda Assistant Sub-Inspector and two Munda and 1 Uraon Inspecting Pandits in Ranchi.

Darjeeling Hills.

(*vi*) The Sub-Inpector of Schools, Darjeeling Hills, is a Lepcha.

The Female Inspecting Agency.

20. As was anticipated in paragraph 29 of Mr. Hornell's review, the second Inspectress was placed in charge of the Hindi-speaking portion of the Province during the period under report. There were no additions to the female inspecting staff actually made during the period, although one such addition was administratively sanctioned, on account of the post of Assistant Inspectress for the Tirhut Division. The staff, therefore, at the end of the past quinquennium consisted of two Inspectresses and six Assistant Inspectresses. In view of the rapid development of female education an increase in the number of Assistant Inspectresses is urgently required. The policy of giving the female inspecting staff more extended control over female education has been maintained and amplified. The opinion of the Inspectresses is taken on every important question of female education. In administrative matters only is the control reserved to the Inspector.

Remarks on the District Inspecting Agency.

Position of the Deputy Inspector.

21. Mr. Maclean, Inspector of Schools, Orissa, remarks—

"A weakness that still remains in the organization of the inspecting staff lies in the position of the Deputy Inspectors of Schools. The importance of these officers has not been recognized. They are heads of the primary and middle school systems of the different districts, and manifold duties devolve on them: that of inspecting schools and the work of their subordinates; that of administration and correspondence; that of representing

the Department on the District Boards, which is not one of the least responsible of their duties, and will become more important as education develops. To perform these duties efficiently officials of the standing of the Provincial Service are required."

The fact is Additional Deputy Inspectors have been appointed in large numbers, and their powers have been suffered to encroach on those of the Deputy Inspector, who is now only *primus inter pares*. The responsibility, which is nominally the Deputy Inspector's, is whittled away to almost nothing by being shared with so many colleagues, who have to answer for their respective areas. The result of this is thus described in the Burdwan Divisional Report:—

"The position of the Deputy Inspector being co-ordinate with that of the Additional Deputy Inspectors, the former, who is the chief responsible officer in respect of the general administration of educational affairs in the district, at times finds it hard to follow his own plan. The Additional Deputy Inspectors, again, not being members of the District Board, when they happen to disagree with the Deputy Inspector's views in matters concerning schools in their own circles, have to approach that body through him. Serious differences of opinion necessitating the intervention and arbitration of the Inspector almost necessarily follow."

Experience shows that the position of the Deputy Inspector and the Additional Deputy Inspector of Schools should not have been made "co-ordinate"; the Additional Deputy Inspectors should have stood to him in the same relation as the Subdivisional Officers to the District Magistrate, and should have been under his orders. There seems to be a danger of the Divisional Inspector's authority being in the same way reduced by the appointment of Additional Inspectors. In the Annual Report for 1907-08 it is said that proposals were under consideration to replace the chief Deputy Inspector in each district by an officer of superior qualifications, to be called the District Inspector, who would be included in the Provincial Service, and to abolish altogether the present Assistant Inspectors. The sooner this reform, which is part of the scheme for the improvement of secondary education already referred to, comes about the better, as the Deputy Inspector is the pivot on which our whole educational system revolves.

Additional Clerical assistance for Deputy Inspectors.

22. The Deputy Inspectors require more clerical assistance; they are apt to detain one or other of their subordinates to carry through their office routine to the detriment of more important work. The necessity of giving the Deputy Inspectors an extra clerk has been constantly referred to by the Inspectors, and there is little doubt that with the increasing volume of educational work under the District Boards some additional clerical assistance is necessary. The matter is at present under the consideration of the Director.

Sub-Inspectors.

23. The Sub-Inspectors are uniformly favourably noticed, but the Bhagalpur Divisional Report remarks that four Sub-Inspectors in the Sonthal Parganas were reported against for bad work. It is recommended that both Deputy and Sub Inspectors, when not too old to profit by training, should be sent for a full course to the training colleges. Hitherto Sub-Inspectors have only been attached to first grade vernacular training schools for six weeks at a time. The Chota Nagpur Divisional Report notices that there is discontent among the Sub-Inspectors provincialized in 1906, on account of slowness of promotion. It may be noted that Rs. 27,000 was provided in the Budget of 1911-12 to improve the pay of these officers. Recommendations that Sub-Inspectors should be allowed to draw mileage instead of halting allowance, when summoned out of their jurisdiction for report work or conferences, and that Government quarters should be provided for them in out-of-the-way localities, as is done for Sub-Inspectors of Police, find place in several reports. Another point is the provision of a peon to take away any necessity for their making use of the Subordinate Educational officers in running their errands.

Assistant Sub-Inspectors.

24. The position of Assistant Sub-Inspectors is not the same in all Divisions. In some they are placed in charge of separate circles and undertake the same responsibilities as Sub-Inspectors; in other Divisions their circles are conterminous with those of Sub-Inspectors to whom they are subordinate.

Mr. Maclean's view.

Mr. Maclean speaks favourably of their work. He says—

"It is true that their ignorance of English unfits them for correspondence with the central office, but the fact that they invariably are vernacular teachers of long experience, who have gained promotion by good work, makes them as a rule fairly efficient Inspectors of Primary Schools."

Mr. Maclean would reserve the Assistant Sub-Inspectorships for vernacular teachers as rewards for good work. This proposal seems eminently reasonable. Mr. Maclean's view accords better with actual experience than that of Mr. Horne, Officiating Inspector of Schools, Patna. This officer remarks of the Assistant Sub-Inspectors that "they continue to occupy an anomalous position; they can neither be entrusted with the duties of Sub-Inspectors on account of their low qualifications, neither can they be classed with Inspecting Pandits by virtue of their higher salaries." It is more than probable, however, that the incapacity to which Mr. Horne refers is due, not to a defect in the system, but improper selection.

Mr. Horne's view.

The opinion which other Inspectors have from time to time expressed on this important question has on the whole been divided; but a balance of considerations seems to point to the desirability of retaining these posts and filling them as heretofore by carefully selected vernacular teachers.

Qualifications and Pay of Inspecting Pandits.

25. The new model rules for the administration of the primary grant provide that they should hold vernacular mastership certificates, and that their pay should be Rs. 15 a month for the first five years of service, Rs. 18 for the next five, and Rs. 21 for the following years. In addition, they are to receive Rs. 5 a month travelling or horse allowance.

Inspecting Pandits.

26. The remarks of Mr. Lambert, Inspector of Schools of the Chota Nagpur Division put the question, as to whether the recent increase of the inspecting staff permits of the abolition of these officers, in a somewhat new light:—

Mr. Lambert's view.

"It has often been urged that the Guru-instructor is a useless link in the chain of the departmental inspecting agency. There would have been some truth in this contention if we could be sure that every village school was visited by the Sub-Inspector once in two months. But with the present staff of Sub-Inspectors it is not only impossible to approximate to anything like a two-monthly visit, but in the large circles the Sub-Inspector finds it difficult to pay even two visits a year to each school in his circle. The fear that the Inspecting Pandit may surprise at any moment and find him absent from his school or neglecting his duties keeps the erratic guru at his post, and prevents him from engaging in other occupations. Thus far his duties are more or less of the nature of an educational policeman, but he has other and more important duties. As peripatetic teachers of village schoolmasters, guru-instructors form a very useful class of officers, but this aspect of their duties is rarely recognized by them, and is more rarely insisted on by Sub-Inspectors and Deputy Inspectors. Again, if they earnestly endeavour, they can more easily win the confidence of the people than any other class of officers; can readily persuade them to start schools, and to house and furnish them; and can do a great deal towards securing larger and more regular attendance at schools."

Mr. Lambert takes a somewhat exaggerated view of the necessity of frequent inspection of primary schools. It is obvious that the Department cannot undertake inspection of the extremely inquisitorial character that he apparently contemplates, and if the gurus are really inclined to shirk their duties to an extent which cannot be checked, either by the villagers themselves, who pay for the education of their children, or by a reasonable measure of inspection on the part of the Sub-Inspectors, no remedy will avail except the replacement of the present gurus by a superior class of teachers. The standard of inspection aimed at by the Department allows for 3 or 4 visits a year to each school, and beyond this it is neither desirable nor practicable to go. The duty of the guru-instructor is, as Mr. Lambert points out, to give instruction to the gurus. That they should in the main confine themselves to work of this nature has been repeatedly emphasized in the orders of the Department, and it is the duty of the superior inspecting officers to see that these orders are carried out. The necessity however of a peripatetic staff of guru-instructors is steadily diminishing *pari passu* with the increase in the number of trained gurus; and instructions were issued sometime ago by the Director that *pathsalas*, in which a trained guru was employed, should be exempt from the visits of guru-instructors. In this way it may be possible ultimately to dispense with this class of officers altogether.

Decentralization.

Delegation of Powers.

27. In accordance with the suggestions of the Royal Decentralization Commission, the Government of Bengal has delegated to the Director of Public Instruction certain powers, of which the most important are— Powers delegated to the Director of Public Instruction, Bengal.

(1) He can appoint, grant leave of all kinds to, promote, transfer, grant acting allowances, and gazette above his own signature, and give or withhold periodical increments from, educational officers in Classes VII and VIII of the Provincial Educational Service, all classes of the Subordinate Educational Service, and to all ungraded officers whose maximum pay does not exceed Rs 250 per mensem. Appointment, Leave, etc.

(2) He can grant privilege leave to educational officers drawing pay above Rs. 250 per mensem.

(3) He can sanction house-building advances without reference to Government in accordance with the rules on the subject. Building.

(4) He can accord administrative sanction to Provincial civil works to be executed by the Public Works Department to a limit of cost of Rs. 10,000 in each case.

(5) His authority is extended to cover the cost of construction of works in connection with residential quarters for officers in the Subordinate Educational Service which are situated within the precincts of educational institutions and are allotted rent-free. The delegation will only apply however to cases in which the estimated cost of the new building or the capital cost of the existing building, with additions and alterations proposed, does not exceed Rs. 2,500.

(6) His existing powers to sanction special contingent expenditure, under paragraphs 113 and 115 of the Treasury Manual, are extended as follows:— Contingencies.

(*a*) General power to sanction up to Rs. 5,000 for each item.

(*b*) Special power to sanction the purchase of models, etc., relieved from the limit which is at present set.

(7) He can sanction grants-in-aid to colleges under rule 1 of the rules for grants-in-aid to colleges on condition (*a*) that the remaining rules are strictly observed; (*b*) that the budget allotment is not exceeded; and (*c*) that specific budget provision is made for any other new or substantial increase to an existing grant. Grants-in-aid.

(8) He can issue circulars on all matters within his power except such as entail a change of policy not previously approved by Government. Circulars.

28. Amongst the powers delegated to Governing Bodies of Government Colleges, Inspectors and Inspectresses of Schools, and Principals of Government Colleges, the important are— Powers delegated to Officers subordinate to the Director of Public Instruction.

(1) (*a*) Inspectors of Schools, other than the Inspector of European Schools, are authorized to make appointments to all classes of the Lower Subordinate Educational Service and to Classes VIII to V of the Subordinate Educational Service, viz. up to a limit of pay of Rs. 100 a month, with certain restrictions for the first two years during which the delegation is in force. Appointment, Leave, Punishment etc.

(*b*) The Inspector of European Schools and Governing Bodies and Principals of Government Colleges affiliated to the Calcutta University, so far as they are concerned, are empowered to fill up vacancies in the Lower Subordinate Educational Service or Subordinate Educational Service, as the order of the Director shall determine, in cases in which the initial pay of the appointment is not in excess of Rs. 100 a month.

(*c*) Governing Bodies and Principals of Government Colleges, Divisional Inspectors and the Inspector of European Schools, are authorized to make appointments to all posts outside the grades carrying an initial salary of Rs. 100 per mensem or less.

(*d*) Inspectors, Additional Inspectors and Governing Bodies of Government Colleges, other than those of the Presidency and Sibpur Civil Engineering Colleges, are authorized to grant leave up to six months to all officers subordinate to them drawing salaries of Rs. 150 or less, and to fill up the acting vacancies on the allowances admissible under the rules. The Governing Bodies of the Presidency College and the Sibpur Civil Engineering College are invested with full ordinary powers of leave, co-extensive with the powers of appointment granted in terms of the rules approved in the Government order No. 1560, dated 18th March 1910. They are also empowered to fill the vacancies occasioned by the leave granted.

(*e*) Powers of promotion are delegated to Divisional Inspectors only on the same conditions and limits as in (*a*) above.

(*f*) Powers of suspension and punishment, other than degradation or dismissal, under the rules in force are delegated to Inspectors, Additional Inspectors, and Governing Bodies of Government Colleges other than those of the Presidency and the Sibpur Civil Engineering Colleges in regard to all officers subordinate to them drawing salaries of Rs. 150 or less. Powers of degradation and dismissal, extension of service, or enforcing of compulsory retirement and admission to pension are delegated to Divisional Inspectors and the Inspector of European Schools with regard to all officers drawing salaries of Rs. 100 or less. The same powers are also delegated to the Governing Bodies of the Presidency and the Sibpur Civil Engineering Colleges in regard to all officers serving under them in the Subordinate Educational Service, Lower Subordinate Educational Service, or on salaries of less than Rs. 200 outside the grades, except in sanctioning pension, in which case the maximum is fixed at the salary of Rs. 100 a month.

(*g*) Powers of transfer within their jurisdiction are delegated to Divisional Inspectors with regard to officers under them drawing Rs. 150 or less, provided:

(i) that no Deputy Inspectors of Schools, Head Masters of Government High Schools, Assistant Head Masters of Collegiate Schools are transferred;

(ii) that Sub-Inspectors of Schools are not transferred from one district to another without consulting the Chairmen of the District Boards or the Deputy Commissioners concerned;

(iii) that no officer is transferred from one line of work to another without the consent of the Director.

(*h*) Officers while exercising the powers enumerated above [items (*a*) to (*g*)] shall submit reports to the Director regarding the cases of officers appointed by him for record and, when necessary, for publication in the Gazette.

Grants-in aid.

(2) (*a*) Divisional Inspectors are empowered to sanction grants-in-aid of not more than Rs. 50 a month to high and middle schools out of the lump sums to be placed annually at their disposal, over the distribution of which they shall have full control, subject to the following conditions:—

(i) that the grant-in-aid rules are strictly followed;

(ii) that detailed statements of the proposed expenditure out of the lump sum to be placed at their disposal are to accompany the budget estimates of the Divisional Inspectors every year.

(iii) that no new grant is given without the consent of the Director unless it was budgetted for.

(*b*) Divisional Inspectors are also authorized to sanction special grants to high and middle schools up to a limit of Rs. 500 out of the lump grant to be placed annually at their disposal for this purpose, subject to the grant-in-aid rules.

(*c*) Any savings on the lump allotments for ordinary grants-in-aid may be spent on special grants by Divisional Inspectors.

(3) (*a*) Principals of Government Colleges and the Principal of the Bihar School of Engineering and Inspectors of Schools are vested with a general power of sanction up to Rs. 100 for each item, and the former officers are also empowered to sanction the purchase of models and mathematical and other instruments up to Rs. 500 for each item, subject to budget allotments. Purchase of articles of European manufacture in India.

(*b*) The power to make purchases up to Rs. 200 is delegated to the Governing Bodies of the Presidency and the Sibpur Civil Engineering Colleges out of their contract contingency grant.

(4) Governing Bodies of Government Colleges to which consolidated grants are given are authorized to sanction up to Rs. 1,000 expenditure on petty construction and repairs. Similar powers are also delegated to Governing Bodies of other Government Colleges and to Inspectors up to a maximum of Rs. 250. Petty Construction and Repairs.

(5) Inspectors, Inspectresses, and Principals of Government Colleges are authorized to countersign the travelling allowance bills of all officers subordinate to them. It is understood that the travelling allowance bills of the abovenamed controlling officers and of Additional Inspectors are, as hitherto, to be countersigned by the Director. Bills.

(6) The Governing Bodies of the Presidency, Patna, and Ravenshaw Colleges and of the Civil Engineering College, Sibpur, are authorized to fix the list of holidays and vacations for their colleges subject to the orders and limits now in force. Holidays.

The Responsibilities of Executive and Judicial Officers.

Primary, Secondary, and Collegiate Education.

29. These responsibilities as described in paragraphs 31—35 of the last Quinquennial Review still continue undiminished, and the interest shown by these officers in education has been productive of the most beneficial results.

Co-operation of Educational with Executive and Judicial Officers during 1911-12.

30. There is nothing to chronicle under this head but that the friendly co-operation which has so long prevailed still continues undisturbed.

Government management.

Visiting Committees.

31. These committees, whose functions are purely advisory, were constituted by Government Resolution in 1903, and the system has been extended to secondary schools under Boards. The Inspectors of Patna, Bhagalpur, and Orissa agree that these committees are of little practical use. The report of the Inspector of the Presidency Division on this point is colourless, and merely gives numerical details of the meetings. The Burdwan Divisional Report gives no opinion as to the merits of these committees. There is no question that these bodies might do very useful work if they performed the duties assigned to them; the difficulty apparently is to induce them to take an interest in their work.

The effect of the University Regulations on the management of Government Institutions.

32. Since 31st March 1907 orders have been passed by Government laying down how the Governing Bodies of Government Colleges and the Managing Committees of Government High Schools should be constituted, and what their powers should be. Under these orders the Governing Bodies of the Presidency and Civil Engineering Colleges have been invested with exceptionally large powers. This subject is more fully treated under Collegiate and Secondary education.

The management of District and Local Boards and Municipalities.

District and Local Boards.

Educational responsibilities of District and Local Boards.

33. The responsibilities of District and Local Boards and Municipalities towards education, as described in paragraphs 41, 42, and 43 of the last Quinquennnial Review, remained unchanged. The Deputy Inspectors of Schools have hitherto almost without exception been appointed members of District Boards. But last year the Deputy Inspector of Murshidabad was excluded from the District Board. This is undesirable for more reasons than one. An order of Government appointing Deputy Inspectors as *ex-officio* members of District Boards would meet the case. In cases where Local Boards are entrusted with functions regarding education, it would be desirable that the senior Sub-Inspector at the subdivisional head quarters should be a member of the Board. Under the amended Local Self-Government Act, the Education Committees consists partly of members of the District Board and partly of other residents of the district selected by the Board and approved by the Commissioner.

Reductions of District Board Educational Expenditure.

34. During the quinquennium the relations between the officers of the Education Department and the District and Local Boards and Municipalities have been generally satisfactory. It is noticeable however that the District Boards of Patna, Cuttack, and Puri have largely reduced the allotments in their budget for education. As compared with 1910-11, the expenditure of the Patna District Board for education in 1911-12 fell off by Rs. 4,536, and the Government grant of Rs. 1,734 for maktabs was not spent, leaving a total of Rs. 6,270. The District Boards of Cuttack and Puri have also reduced their educational expenditure in 1911-12 as compared with that in 1906-07 by Rs. 6,971 and Rs. 1,318 respectively. The cause of the decrease in Cuttack is said to be the abolition of primary schools, the temporary appointment of Inspecting Pandits on lower pay, and the discontinuance of the allowances for checking diaries and bills. In Puri the cause of the decrease was the non-utilization of the savings of the previous year, owing to the non-receipt of the Government augmentation grant. The Divisional Inspector complains:—

"It is not encouraging for an Inspector to find that the amount of a grant-in-aid which, with a certain amount of courage, he had withdrawn from an inefficient school and meant to have spent on more deserving objects, is withdrawn altogether from education. One thing essential to the development of education is the steady pursuit of a recognized policy, but this is not possible if educational policy is made to depend on educational budgets which may be reduced in any particular year."

The District Board of Muzaffarpur, in spite of the Inspector's representation, cut down the educational allotment by Rs. 2,800 during the year 1911-12, and reduced it from Rs. 69,000 to Rs. 40,221 for the current and subsequent years. The Chairman says—"The reason for this step being taken was that education had unjustly a far greater share of the income of the Board than it was legally entitled to." By this, he probably means the minimum prescribed by Government, corresponding to revenues or funds actually made over to the Boards by the Provincial Government. It was of course not intended that Boards should not supplement this expenditure from their own resources; but under any circumstances a sudden reduction of more than 40 per cent. in the educational allotment for the Muzaffarpur district was clearly unjustifiable. The Darbhanga District Board has also cut down its educational allotment by Rs. 5,000. The Burdwan Divisional Report notes "the direct expenditure on education from the District Funds decreased by Rs. 11,600, owing to the non-payment of deferred allowances to the gurus under the operation of the model rules for the administration of the primary grant." The Bankura District Board spent the sum saved from the non-payment of deferred allowances in Jubilee Medallions. The Howrah District Board reserved the whole sum for reallotment in 1912-13. This is the correct procedure, which should have been followed everywhere. The Palamau and Hazaribagh districts did not spend their allotment for deferred allowances of gurus; and though Hazaribagh reduced its allotment for education, it did not spend the full amount allotted by Rs. 4,788. Unfortunately, the Director of Public Instruction can merely call the attention of the Commissioners to these vagaries of the District Boards in the matter of educational expenditure.

35. The inadequacy of the revenues from pounds and ferries, which in addition to fixed recurring grants from Provincial revenues were assigned to District Boards for carrying out their educational obligations, raises a point of considerable difficulty. These revenues are only slightly elastic; and though in some cases they show an increase, in others there has been an actual decrease. Moreover, when the revenues from this source have shown expansion, the increase has in most cases been utilized for medical expenditure, for which, as well as for education, the income under this head was originally assigned by Government. At present, if the number of primary schools increases, the District Board allotment cannot increase proportionately, and in order to aid all the schools on the list, the amounts paid to each individual guru have to be diminished. For this reason, the divisional reports discuss the advisability of limiting or even contracting the area of primary education. If this is not to be done, either additional revenues will have to be assigned to District Boards, or the Government will have to come to their aid by grants from Provincial funds. Out of the Delhi grant of 50 lakhs, Rs. 5,77,000 has been assigned to primary education in Bengal; and a certain measure of relief will be given to the District Boards of the new Province by the distribution among them of such portion of this amount as will be available after the direct Departmental requirements in the matter of primary education have been satisfied.

Inadequacy of the Revenues assigned to District Boards for the support of Education.

Imperial Grant for Popular Education.

36. Apart from this, there are general complaints that the educational payments due from the District Boards are not made with sufficient promptness. A Departmental circular was issued in March 1909, asking for the co-operation of District Officers and District Boards in remedying this complaint. Draft rules regulating the principles on which the distribution of the grant should depend were issued for the opinion of Inspectors in July 1908, and have since been brough into force.

Want of Punctuality on the part of District Boards in making Educational Payments.

37. On the 31st March 1912 there were under the management of District Boards 133 secondary, 102 primary, and 8 special schools attended by 10,189, 9,855, and 166 pupils respectively. Besides these there were in their jurisdiction 1,010 secondary, 33,786 primary, and 3,708 special schools under private management; of these, 561 secondary, 25,321 primary, and 2,717 special schools received aid from District Boards. The aided institutions had 9,20,396 pupils on their rolls, and the unaided schools educated 2,70,230 pupils. During 1911-12 the expenditure by District Boards on the schools managed by them amounted to Rs. 75,389, and their expenditure on account of grants in-aid to schools in their jurisdiction came to Rs. 8,15,155. They also spent Rs. 68,548 on buildings and furniture, Rs. 79,677 on Inspection, Rs. 43,902 on scholarships, and Rs. 73,434 on miscellaneous charges. They spent Rs. 5,422 on grants to schools not in their jurisdiction, and their expenditure on collegiate education amounted to Rs. 2,700. The total District Board expenditure on education was therefore Rs. 11,64,227.

Schools in District Board areas.

Municipalities.

38. Under a Government order of 1902 Municipalities were required to spend 3·2 per cent. of their income on primary education, and until this was done they could not aid secondary schools, even though these schools possessed primary standard classes. This order was withdrawn by Circular No. 20 M., dated 1st April 1910. The effect of this withdrawal remains to be seen. As a rule members of the Municipalities take little interest in the education of the masses, and are apt to divert their funds to the support of schools with which they are more directly concerned. The Muzaffarpur Municipality is noted in the Divisional Quinquennial Report as not having spent 3·2 of its income on primary education. The Burdwan and Hooghly-Chinsura Municipalities are mentioned in the Annual Report for the Division for 1908-09 for the same reason.

Educational responsibilities of Municipalities.

39. During 1911-12 the Calcutta Municipality expended Rs. 34,688 on education against Rs. 18,878 in 1906-07. Of this, Rs. 7,694 was for secondary schools for boys and girls; Rs. 12,315 for primary schools for boys and girls; Rs. 11,756 for special schools; and Rs. 2,923 for indirect expenditure.

The Calcutta Municipalities.

During the quinquennium under review the attention of the Chairman of the Corporation was drawn to the fact that the Municipality was spending over Rs. 4,000 of the Rs. 20,000 given annually in capitation grants to primary schools on schools which the Department would not aid, because they taught English, or were guilty of other breaches of Departmental rules. It was also brought to his notice that exemptions from rates, amounting to another Rs. 20,000 a year were injudiciously given, and that in some cases high schools enjoy this privilege illegally. The Director, the Inspectress of Schools, and the Inspector of Schools, Presidency Division, met the Chairman and a Sub-Committee of the Corporation in January 1910, and it was decided that—

(1) the Municipal grants to schools should in future be distributed in consultation with the Education Department;

(2) that no exemptions from rates should be given to schools, but that the amount formerly given as exemptions should be added to the grant.

The Municipality spent on European education Rs. 13,892 against Rs. 1,965 in 1906-07. Nothing has come of the scheme for 20 schools for Indian boys and 10 schools for Indian girls, with industrial annexés, to be opened at the expense of the Calcutta Municipality, mentioned in the Annual Report for 1909-10; and generally the amount spent for primary education still falls far short of what might reasonably be expected from the Municipality of the first City in India.

Schools in Municipal areas.

40. On the 31st March 1912 the Municipalities in Bengal had under their management 7 secondary and 12 primary schools, educating 1,541 and 735 pupils respectively. In addition to these there were 341 secondary, 1,859 primary, and 773 special schools under private management in their areas; of these, 120 secondary, 1,440 primary, and 375 special schools received aid from these bodies. The number of pupils attending these institutions was 95,877, while those not receiving any aid from them educated 83,717 pupils. The expenditure on schools managed by Municipal Boards during 1911-12 amounted to Rs. 6,110, and their grants-in-aid to schools in their areas came to Rs. 1,27,967. Their expenditure on collegiate education and on schools not in their jurisdiction amounted to Rs. 950 and Rs. 14,117 respectively. Besides these they spent Rs. 20,962 on inspection, scholarships, building etc. Their total expenditure on education came to Rs. 1,70,106 during the year.

Joint Committees.

41. The Howrah Zilla School, which had previously been under the management of a joint committee composed of nominees of the Howrah District Board and the Howrah Municipality, was transferred to Government management in 1909. Since this transfer was sanctioned there has been no high school under the management of a joint committee.

District Committees of Public Instruction.

42. It was stated in paragraph 48 of the Third Quinquennial Review that there were only three District Committees in existence in 1907 in Darjeeling, Singhbhum, and the Sonthal Parganas, and that even then the further continuance of these committees was under consideration. The Divisional Inspector, speaking of the district committee at Chaibassa (Singhbhum), says: "No meetings have been held for several years past, and it may be considered to have died a natural death." The Bhagalpur Inspector says: "The committee at Dumka met once. The Darjeeling Committee did nothing, and all the work of the committee was done by the Deputy Commissioner assisted by the Deputy Inspector of Schools." Under these circumstances it has been decided to abolish these institutions, and only formal orders are awaited on the subject.

Native States.

The Feudatory and Tributary States of Orissa.

43. As explained in Chapter I, there are 24 Feudatory and Tributary States under the supervision of the Commissioner of Orissa. The Quinquennial

Report of the Agency Inspector of Schools deals with only 17 of these States, as no educational statistics have been furnished by the others. The inspecting staff employed in these 17 States may be divided into two classes— Inspecting Staff.

I. Paid by the Government of Bengal.
II. Paid by the States concerned.

In the first class are—

(1) The Agency Inspector, who is an Assistant Inspector of Schools in rank.
(2) Two Deputy Inspectors of Schools.
(3) Eight Sub-Inspectors of Schools.
(4) Two Assistant Sub-Inspectors of Schools.

These Government officers have only advisory functions. Each Chief is responsible for the education of his State in the same way as he is responsible for its general administration, and the Commissioner is considered the local head of the Education Department.

In the second class are—

(1) The Superintendent of Education in Mayurbhanj.
(2) Five Sub-Inspectors of Schools (three in Mayurbhanj and two in Dhenkanal).
(3) One Assistant Sub-Inspector of Schools in Talcher.
(4) Nineteen Inspecting Pandits (five in Mayurbhanj, two in Band and one in each of the remaining States except Talcher, Pal Lahera, and Tigiria).

The differences between the inspecting staff at the end of the last and at the end of the quinquennium under review are insignificant.

44. The Inspector of Schools, Orissa, is an advisory officer to the Commissioner in respect of the Feudatory and Tributary States, and does his inspecting work in them according to the Commissioner's instructions. In 1911-12 he spent nine days in them on inspection work, and inspected the two high schools and the two guru-training schools in Mayurbhanj and Dhenkanal, and some of the primary schools in Dhenkanal. Position of the Inspector of Schools, Orissa, relatively to the Feudatory and Tributary States.

45. The 24 Feudatory and Tributary States extend over an area of 28,000 square miles, and have a population of 37,96,563. At the close of the quinquennium under review there were in these states 2,092 public and private institutions with 73,309 pupils. Area, Population, Educational Institutions, and Pupils.

The Feudatory States of Chota Nagpur.

46. The Feudatory States of Seraikela and Kharsawan are under the supervision of the Commissioner of Chota Nagpur. The Commissioner of Chota Nagpur is the local Political Officer. The area of these States is 602 square miles, and the population 1,48,646. At the close of the quinquennium under review there were in Seraikela 2 middle English, 5 upper primary, and 15 lower primary schools with 682 pupils at a cost to the State of Rs. 1,942 yearly. It employs an inspecting Pandit of its own, and until recently, declined departmental Inspection. The Deputy Inspector is now allowed to visit the middle schools once a year. Kharsawan has 1 middle English and 6 lower primary schools at an annual cost of Rs. 1,733. It has always admitted Departmental inspection. These figures have been included in the statistics. Political Status, Area, Population, Number of Schools and Pupils, and the employment of Inspecting Officers of the Department in these States.

Private Agencies.

47. Of the total number of educational institutions in Bengal which conform to recognized standards, 97·7 per cent. are under private management. The private agencies may be divided into two classes,—mission agencies and indigenous agencies. Mission and Indigenous Agencies.

48. The part played by mission agencies in educational work in Bengal is increasing in efficiency and importance, especially in female education and in educational work among aboriginal races. Estimate of Mission work.

Disappearance of Schools run as Commercial Speculations.

49. The assertion may be ventured that the schools run for private profit as a commercial speculation, alluded to in paragraph 58 of the last Quinquennial Review, are largely a thing of the past, owing to the operation of the University Regulations.

Governing Bodies and Committees of Management.

50. The rule requiring properly constituted and representative governing bodies or committees of management for all privately managed institutions desiring affiliation to the Calcutta University still continues in operation.

CHAPTER III.

COLLEGIATE EDUCATION.

Introductory Remarks.

Character of the Quinquennium under review.

51. The quinquennium under review is marked by the gradual carrying into execution and development of the educational reforms initiated and discussed during the last quinquennium. There had been in certain quarters a strong desire for University and educational reform dating from some time back. Lord Curzon gave the movement an effective impetus by summoning the Simla Conference of 1901; the Universities Act of 1904 followed; and the new policy was finally enunciated in the Resolution of the Government of India of the 11th August 1906, with which the new regulations of the Calcutta University were published.

The Calcutta University.

The Regulations briefly considered.

52. Put very briefly the object of these regulations was to replace the old conception of the college "as a place where students are prepared for examinations" by a wider and fuller conception,—that of the residential college, with a full social life of its own, which should attempt to care for the moral and physical as well as the intellectual welfare of the student. To do this a college has to "take account whether students are profiting by their lectures, and whether they are being properly prepared for their examinations. It must provide facilities for, and supervise, practical work in science. It must assume responsibility not merely for the discipline of the class room, but for the whole lives of its students. It must provide a library and a common room. It must organize games. It must inspect lodging-houses and messes. It must regulate hostels."

Inspection of Colleges.

53. The University in 1905-06 appointed two Committees of Inspection, one for Mufassal and one for Calcutta colleges. The members of these Committees inquired into the management and financial condition of the colleges. Educational institutions run for profit disappeared. The qualifications of the teaching staff, and the adequacy of the arrangements for teaching various new courses of study and for dealing with the larger choice of subjects, and the greater and earlier tendency to specialization of studies now allowed by the University had also to be passed in review. Classes were more or less limited in number, and the necessity for tutorial and practical work recognized, and more teachers became necessary. Great additions to laboratories and museums for practical work in science were required. The University is about to have its own laboratories for the practical examination of students in science. The imputation that students examined in their own college laboratories are placed relatively in an advantageous position as compared with others not so examined will thus be avoided, and the disorganization of college work owing to University examinations will be no longer necessary. The University for the first time began to aim at training the character of the students, and therefore some approximation had to be made to the residential ideal by building houses for some members at least of the teaching staff in or near the college

and the place provided for the residence of the students. It was thus hoped to promote a closer intercourse outside the class room between the teachers and the taught. A sense of corporate life was to be fostered by Common Rooms, College Societies and Debating Clubs. It was held undesirable that the young men and boys undergoing instruction should be closely associated together, and therefore colleges and collegiate schools had to be separated. This was especially essential in the private colleges. The surplus of an associated school was often used to meet the deficit of a college, and the educational needs of the former were starved in consequence. The second grade colleges were to be abolished, or converted into collegiate schools with two higher classes, providing instruction up to the Intermediate examinations of the University. In order to ensure the permanency of these improvements, a University Inspector of Colleges was appointed.

Inspection of High Schools.

54. It was recognized that, unless the high schools were taken in hand, the reformers were building without foundation in striving to train the character of college students. High schools were expected to improve themselves on the same lines as colleges, under the penalty of being struck off the list of schools authorized to send up candidates to the Matriculation Examination. Privately-managed unaided high schools had hitherto been exempt from inspection, but they also were inspected on behalf of the University. The University is content to accept the reports of the Government Inspectors of Schools as evidence that its requirements have been complied with in respect to Government-managed and aided high schools. These officers are also deputed to inspect privately-managed unaided high schools on behalf of the University.

Inspection extended to privately-managed unaided High Schools.

Registers of Graduates and Students.

55. Registers of graduates and University students are kept. The name of a student is entered in the Students' Register on his first joining a college. If he is subsequently transferred from that college to another, or if his name is struck off the college rolls for any cause, the fact is noted in the register. The student's results at the different examinations are also similarly noted. The register thus furnishes a continuous history of every student from the date of his matriculation to the time when he leaves the University.

The University, a Teaching as well as Examining Body.

56. Another important change from the old order of things is that the University has assumed direct teaching as well as examining functions, and for this purpose power has been given it to appoint University Professors, Readers, and Lecturers in various subjects. Special lectures on subjects such as Indian Astronomy, the Literature of Bengal, and the History of India have been given, and care has been taken that the University classes did not clash with the work ordinarily done in the colleges. A Professorship of Indian Economics has been established, and the duty of preparing a work on the application of the principles of Political Economy to Indian circumstances has been entrusted to the Professor. Three more University Professors will shortly be appointed,—the "Hardinge" Professor of Mathematics, a Professor of Mental and Moral Philosophy, and a Professor of Ancient Indian History. University Lecturers in English, Sanskrit, Pali, Arabic, Persian, Mental and Moral Philosophy, History, Economics, and Mathematics have been appointed for the benefit of post-graduate students, who at present number 550. Provision of tutorial assistance for these students is also in contemplation when funds permit.

Increase in numbers.

57. Inspection has clearly proved that the accommodation in the affiliated colleges is insufficient to meet the natural growth in the number of University students consequent on the advance of culture and the success, which may be confidently expected, of the University and educational reforms lately undertaken. The difficulty has been met to some extent by relaxing the regulation which fixes the maximum number of students admissible into any college class, but this remedy is temporary in its operation. The question is can provision for increased numbers be better made in several local centres, or must all the students be permitted to gravitate to one large University. A centralized University can more easily insist upon a uniform standard of attainments among its students, but it tends to grow too big for efficient control. A local University is more adaptable to local ideals, and can more easily provide for local requirements. The numbers are

Local as compared with Centralized Universities.

more manageable, and allow of greater individual attention to the students on the part of the Professors. It can more easily fulfil teaching as well as examining functions. It can more easily be made residential, thus ensuring that the students should come under the influence of the University throughout their college life, and not only in the lecture room. The local University can appeal more strongly to the benevolence of local men. The peculiar danger it is subject to is the tendency to the lowering of University standards, but this can be guarded against by constant watchfulness on the part of Government and public opinion.

Donations.

58. In addition to assistance from Government the University has received most generous assistance from private benevolence: Rs. 14,00,000 from Mr. Palit for a College of Science, Rs. 2,50,000 from the Maharajah of Darbhanga for the University Library building, and Rs. 70,000 from the Maharajah of Cossimbazar for Law scholarships and for the endowment of research into the history of Indian Mathematics and Astronomy. There have been other donations of smaller amounts too numerous to mention.

Examinations.

59. The Intermediate and Bachelor's Degree examinations under the new regulations in Arts and Science were held for the first time in 1909.

60. The statement below shows the variations in the results of the University Examinations for the years noted therein. It would appear from the figures—

(1) That the remarks made with reference to the Matriculation Examination in the chapter on Secondary Education as to the abnormal numbers passing in the First Division apply to the I. A. and I. Sc. Examinations also.

(2) That the largely increased percentage of passes at the B. A. Examination under the new regulations points to the examination being easier to pass than before for the same reasons that were noted in the remarks upon the Matriculation Examination. It can certainly not be accounted for by a more careful sifting at the earlier stages.

Years.	F. A. or Intermediate in Arts.				Intermediate in Science.				Bachelor of Arts.				Bachelor of Science.				Master of Arts.			Master of Science.		
	Candidates appeared.	Candidates passed.	Percentage of success.	Percentage of First Division to the total Pass.	Candidates appeared.	Candidates passed.	Percentage of success.	Percentage of first Division to the Tota Pass.	Candidates appeared.	Candidates passed.	Percentage of success.	Percentage of Honours First Division to the Total Pass.	Candidates appeared.	Candidates passed.	Percentage of success.	Percentage of Honours First Division to the Total Pass.	Candidates appeared.	Candidates passed.	Percentage of success.	Candidates appeared.	Candidates passed.	Percentage of success.
1896-97 ...	2,631	1,006	38·9	3·9	...	...	...	...	1,521	386	25·3	3·4	...	...	...	...	194	83	43·9	...	...	...
1901-02 ...	2,665	989	38·3	...	...	...	...	...	1,179	277	23·5	...	12	2	16·6	...	153	68	44·4	...	...	...
1905-06 ...	1,874	702	37·5	8·9	...	...	...	...	1,579	400	25·3	1·0	18	12	66·6	...	185	69	37·2	...	...	...
1906-07 ...	1,884	769	40·8	12·2	...	...	...	...	1,568	354	22·5	2·6	17	9	52·9	...	228	88	38·6	...	...	...
1907-08 ...	1,621	671	41·3	8·7	...	...	...	...	1,490	563	37·7	1·9	37	21	56·7	5·7	238	92	38·6	...	...	...
1908-09 ...	1,725	577	33·4	29·6	322	138	42·8	57·6	1,359	568	41·2	3·4	111	45	40·5	6·6	327	166	50·7	...	...	...
1909-10 ...	1,260	599	47·5	26·2	582	269	46·2	42·5	773	311	40·2	2·2	160	68	42·5	4·4	17	8	47·05	...	...	...
1910-11 ...	2,275	1,118	49·1	30·4	833	366	43·9	36·05	742	457	61·5	2·6	183	121	66·1	6·9	139	74	53·2	11	9	81·8
1911-12 ...	2,768	1,343	48·5	24·5	932	449	47·2	34·9	983	599	60·9	2·7	240	134	55·8	3·7	261	153	58·6	56	35	62·5

The dates 1896-97, 1901-02, and 1906-07 have been chosen as the ends of quinquennia.

Colleges and Students.

Number of Colleges and Students.

61. On the 31st March 1912 there were 9,716 students in 32 Arts Colleges, as against 5,190 students in 34 Arts Colleges on the 31st March 1907. The number of colleges diminished by 3 in 1908-09, and increased

again by 1 in 1909-10, when the Diocesan Girls' School was returned as a college for the first time. There has thus been a net loss of 2 Arts Colleges during the quinquennium under review. The number of students has increased every year except in 1909.

Decline in the Number of Colleges.

Steady Increase in the Number of Students towards the end of the quinquennium.

On the 31st March	1907	there were	5,190	students.
Ditto	1908	ditto	5,493	do.
Ditto	1909	ditto	4,655	do.
Ditto	1910	ditto	7,154	do.
Ditto	1911	ditto	8,318	do.
Ditto	1912	ditto	9,716	do.

62. Of the 32 colleges mentioned above, 9 are under public and 23 under private management. The colleges under public management were on the 31st March 1912 educating 2,110 students, while those under private management were educating on the same date 7,606 students.

Colleges by management.

During the quinquennium under review, the number of private colleges decreased by 1 and the number of students in them increased by 3,860. The number of colleges under public management also decreased by 1 and the number of students in them increased by 666.

Finance.

Expenditure.

63. The total expenditure on Arts Colleges during 1911-12 was Rs. 12,64,924. Towards this Provincial revenues contributed 32·5 per cent., fees 47·8 per cent., and endowments and other sources 19·4 per cent., the balance, or ·3 per cent., being made up from District or Municipal funds. The expenditure shows an increase during the quinquennium of Rs. 4,56,914. It must be remembered that the Government has not only had to bear the cost of the improvements required by the new University regulations in its own colleges, but to assist the colleges under private management by grants-in-aid in bearing the compulsory additional expenditure.

Increased Cost to Public Funds.

64. In 1906-07 the Government of Bengal paid Rs. 27,600 in grants-in-aid to colleges. During the quinquennium the expenditure under these heads has been as follows:—

Government of Bengal Grants-in-aid to Private Colleges.

Year.	Rs.
1907-08	1,22,856
1908-09	68,130
1909-10	89,780
1910-11	66,080
1911-12	68,580

65. The Government of India has also supplemented these contributions by grants to the University and the private colleges to enable them to bear their extra financial burdens. Of the annual grant of Rs. 1,60,000 made during the quinquennium, Rs. 30,000 was spent each year on the increased charges of the University Office, the inspection of colleges, and the travelling expenses of Fellows who attended University meetings; Rs. 80,000 was spent in the first three years, Rs. 70,000 in the fourth year and Rs. 1,05,000 in the last year on the improvement of colleges; Rs. 50,000 in the first two years and Rs. 30,000 a year for the next two years for the University Library and Examination Hall; Rs. 20,000 in each of the last three years on the University Law College; and Rs. 10,000 on the Calcutta Mess Scheme in the year 1910-11 and about Rs. 5,000 in the last year of the quinquennium.

Government of India Grants-in-aid to the University and Private Colleges.

Improvement of Private Colleges.

66. The total sum hitherto allotted by Government towards the improvement of private colleges is Rs. 5,30,000, of which no less than Rs. 2,58,300 were spent on laboratories. The reports submitted by the University in successive years regarding the distribution of the grants show that the total amount applied for by the different colleges far exceeded the amount that was available for distribution. The Syndicate had therefore to confine themselves to the most pressing requirements necessary to bring the colleges up to the standard of efficiency contemplated by the new regulations of the

University. In the majority of cases grants were recommended for the improvement of the laboratories, libraries, and, in a few cases, of the college buildings as well. Preference was given to cases where a disposition was shown to supplement the Government grant by private effort. But the Syndicate recorded that, even under these restrictions, the amount of the grant had so far proved inadequate to meet all the pressing needs of the colleges, although, with the help of the grants, some of the colleges had been able to make a creditable start in improving their general condition. It thus appeared that the private colleges were still in urgent need of financial help to bring about the improvements rendered necessary by the introduction of the new regulations. The Syndicate therefore suggested that the annual grant of 1 lakh from Imperial revenues should be extended beyond the quinquennium, and should be devoted solely to the general improvement of non-Government colleges. In addressing Government regarding the continuance of the grant, the Director of Public Instruction has recommended that the grant of 1 lakh should continue.

Further Imperial Grant.

Imperial grant.

67. In addition to the above mentioned grants, the Government of India in 1911-12 made a further non-recurring grant of 24½ lakhs for education. The chief items of this were an allotment of Rs. 12½ lakhs for hostels and one of 8 lakhs for the improvement of the Presidency College. The hostel grant is divided into 6 lakhs for Calcutta collegiate hostels, 3 lakhs for Mufassal collegiate hostels, and 3½ lakhs for Mufassal school hostels. Of the 8 lakhs for the improvement of the Presidency College a sum of about Rs. 4,46,000 was devoted to the provision of a site and building for the new laboratories. The balance is to be spent on the acquisition of land for a new hostel for the college. It was found possible to spend only 7 lakhs of the allotment in 1911-12; the balance 17½ lakhs was surrendered for reallotment in 1912-13.

Conditions of the grant.

68. The conditions on which it was proposed to make grants for hostels are given below :—

1. The college authorities should state what their needs are, to what extent they can finance them from their own resources, and whether they have at their disposal the necessary site. It should be understood that it is improbable that an allotment will be made to any college more than sufficient, in combination with local resources, to erect a hostel for 50 students. It is desirable that any scheme which is submitted should be as complete as possible. The application should be accompanied by a rough plan of the building and a site plan showing the position of the proposed hostel building with reference to existing buildings. The plan may be prepared for rooms to contain each either one, three or four students.

2. If Government provide all the funds for any hostel, then the proprietary right will vest in Government and the hostel will be lent to the college concerned. If, on the other hand, a private college gives a substantial portion of the cost, then the proprietary right should be vested in the college authorities, subject to the condition that, in the event of the college ceasing to be a college or ceasing to use the building *bonâ fide* as a hostel, Government should have the right to take complete possession of the building, with right of access thereto, on payment to the college authorities of an amount proportionate to the valuation in accordance with the proportion of the original contribution of the college to the original cost.

3. Government shall have the right to resume the hostel building on payment of a compensation in accordance with a valuation based on the proportion of the college contribution to the original cost, in case the hostel is not conducted to the satisfaction of the Education Department.

4. The college should provide superintendence, the adequacy of which will be determined by the University. As a general rule it is required that one of the teaching staff should reside on the premises.

5. The seat-rents should be not less than Rs. 40 per year for an upper storey and Rs. 30 per year for the lower storey. In the case of Mufassal colleges the seat-rents should be not less than Rs. 30 and Rs. 20 respectively. All seat-rents will be credited to the college authorities.

6. All maintenance charges must be met by the college authorities. If any particular hostel be built and lent by Government, the responsibility for the repairs would remain with the college, but the college buildings would be subject to inspection by the Public Works Department of Government.

7. The college should make its own arrangements for medical superintendence. This should be subject to the supervision of the University.

8. No single block of a hostel building under one Superintendent should contain more than 50 students.

9. The superficial area of space per student boarder should not be less than 60 square feet.

Government Arts Colleges.

General Changes brought about by the New University Regulations.

69. In 1907-08, Governing Bodies for Government colleges were constituted as under:— College Governing Bodies.

(1) Commissioner or District or Sessions Judge, *President.*
(2) Principal or Lady Principal, *Vice-President and Secretary.*
(3) Senior Professor or Lady Teacher.

This constitution was only accepted by the Syndicate with regard to the Mufassal colleges. With regard to the Calcutta Government colleges, a modified scheme was drawn up and accepted. The Director remarked in the Annual Report, 1908-09—"the new form of control, though it has limits, is real, and likely to have far-reaching consequences."

In the same Report the Director wrote— Financial Autonomy of Colleges.

"The constitution of Governing Bodies with limited, but independent, powers of control opens up new possibilities. If the Government contribution were ultimately treated as revenue from endowment, the funds so provided might be administered absolutely by the Governing Bodies, subject to the double check of audit and publicity, but free from the embarrassment of reference to a higher sanctioning authority for particular items of expenditure. If the possibility of such a development may be entertained as already within the sphere of the practical, the following scale might be suggested as not unduly extravagant: for Presidency College 3 lakhs; for Patna and Cuttack 1 lakh each; for Hooghly, Krishnagar, the Sanskrit and Bethune Colleges each ½ a lakh—total 7 lakhs. If this were agreed upon, gradual expansion to these limits might be accepted as economically permissible."

This policy has already been accepted to a limited extent, and the Presidency and Sibpur Colleges have been allotted for 1911-12 annual consolidated contingent grants of Rs. 48,000 and Rs. 43,340 respectively. Consolidated Grants.

Indirect expenditure or capital outlay on buildings and equipment would under this system be expressly reserved for the consideration of Government. Limitation of the Direct Scheme to Expenditure.

70. The advantages to be expected if this change of policy were effected, are— Advantages to be expected.

(i) Simplification of control. At present, there is a want of simplicity and clearness in the definition of the powers of the Governing Body, and this advantage is not realized.

(ii) Free development.

(iii) Growth of a sense of financial responsibility in the Governing Body. Thrift and good management will bring their natural reward in a bigger surplus for free expenditure or for investment in view of future projects. The Presidency College consolidated grant is only the sum of the separate contingent grants, so there is not much opportunity at present for the growth of a sense of financial responsibility. To make this reform real, a substantial margin between receipts and expenditure should be allowed.

71. The Secretary of State has during the past quinquennium sanctioned an increase of 31 new appointments (an average increase to the teaching staff of each of the seven Government colleges of over 4 Professors). Increase of Staff.

72. The expenditure on laboratories in Government colleges during the period under review has been Rs. 2,19,860. Improvement in the teaching of Science.

73. The libraries of all the Government colleges have been improved, and thrown open to the students without deposits being required. Improvement of Libraries.

74. The general tendency is to confine the Mufassal colleges to B. A. and B. Sc. affiliation. The only exception in the old province of Bengal is Patna, which is allowed to be affiliated up to the M. A. standard in Persian. M. A. or M. Sc. affiliation is as a rule only granted to Calcutta colleges. Restriction of Affiliation.

Presidency College.

Control.

75. Since March 1910, the college has been under the control of a Governing Body consisting of— The Governing Body

(1) The Director of Public Instruction—*President.*
(2) The Member of the Bengal Legislative Council for the University.
(3) The Principal of the College.
(4) Three Professors.

Effect of the new University Regulations.

76. The Principal ceases therefore to be solely responsible for the management of the college, and there is a consequent loss of directness and efficiency in action; but, in his opinion, the recognition of the "distinctness of the corporate individuality of the college" compensates for this. This change is at present latent only, and its effect will not be fully apparent for some time to come. The principal difference, which has already taken place, is that the staff are recognized as belonging to the college, and no change in it, except as regards members of the Indian Educational Service, will take place without the consent of the Governing Body.

The College Council.

77. The College Council is an advisory and consultative body consisting of the Senior Professors of 10 subjects, the members of the Indian Educational Service attached to the college, and additional members nominated by the Principal. The number of members was originally fixed at 15, but is now larger. The Principal considers this Council to be necessary "because the college has outgrown the stage at which each Professor can safely act as a unit in direct relation to the Principal."

Number of Students.

78. On the 31st March 1907 there were 692 students on the rolls of the college. The number during each year of the quinquennium is given below:—

31st December 1907 it was 615.
31st „ 1908 it was 707.
31st „ 1909 it was 969.
and at one time reached 1,017
31st December 1910 it was 953.
31st „ 1911 it was 972.
31st March 1912 it was 973.

The cause of the increase in 1909 was the large number of admissions into the first and third year classes made in July of that year, which exceeded the limits laid down by Sir Archdale Earle. The lengthening of the course for the degree of Master of Arts and Science has doubled the number of graduate students: on the 31st March 1907 there were 108 graduate students: in 1911-12 there were 280: in the present year (1912-13) there are 133 sixth-year men on the register, and the number of candidates for admission into the M. A. and M. Sc. classes is 240.

Sir Archdale Earle's limit of 650 for the total number of students has been taken as applicable to the under-graduate classes only. Since the year 1909 it has been observed as far as practicable.

New Work and Responsibility in deciding on these competing claims for admission.

79. The numbers in the M.A. and M.Sc. classes have likewise had to be limited, so applications for these classes also have to be sifted. The Principal points out that this adjudication upon competing claims for admission is *new* work and responsibility, since before 1907 the college practically admitted all who came before a certain date.

Great Increase in the number of Students seeking admission.

80. It was expected that the number seeking admission to colleges would largely decrease. But sufficient account was not taken of the effect of lengthening the M. A. and M. Sc. course to two years and of the impetus given to post-graduate study by University reform. Another cause increasing the number of students was the separation of the old F. A. classes into two sides,—Intermediate in Arts and Intermediate in Science. Instead of the expected decrease, the demand for admission into colleges has largely increased, and in some years has exceeded their collective capacity under the regulations. The Presidency College has to admit 35 Muhammadan students from the Madrassa at a reduced fee of Rs. 2 into the two Intermediate classes every year, so, if the limitation had been maintained, and if we reckon over 200 M. A. and M. Sc. students as included in the 650 limit, only about 70 Hindu students (35 Intermediate in Arts and 35 Intermediate in Science) could have been admitted into the Intermediate classes every year—a number which would have been plainly insufficient. In 1908, the College Council limited the number of the students to the following numbers for each year:—

	I. A.	I. Sc.	Total.
First year	65	65	130
Second year	80	85	165
	B. A.	B. Sc.	
Third year	75	80	155
Fourth year	100	100	200
	320	330	650

81. In the present year 130 new admissions could be made, but of these 35 were reserved for Muhammadans. For the 35 Muhammadan admissions there were 105 applicants, of whom 60 had passed in the First Division. For the other 95 places there were 430 applicants, of whom 342 had passed in the First Division and there were over 60 from the Hindu and Hare Schools alone. It was announced in 1908 that in considering applications for admission, preference would be given— Restrictions imposed.

(1) To those who passed the Matriculation Examination in the First Division.
(2) To the sons of old Presidency College students.
(3) To passed students from the Hare and Hindu Schools and to scholarship-holders. This privilege is given "of grace," without being a definite rule.

82. The first rule was not of much use owing to the unprecedented number of students passing in the First Division. In 1910 (the first year under the new regulations) it was 1,902. In 1911 it was 2,518. In 1912 it was close on 3,000. The number of fresh admissions which can be made into the third year Arts or third year Science classes relatively to the number of candidates is even more disproportionate than the number which can be made after the Matriculation. After deducting the 51 Presidency College students who had passed the Intermediate in Arts examination, there were 24 admissions left for outsiders, for which there were 196 applications, 90 of whom had passed the Intermediate in Arts in the First Division. For the third year B. Sc. there were 35 admissions to be made and 146 candidates, 85 of whom had been placed in the First Division. It must be remembered, however, when endeavouring to draw conclusions from these figures that a very large number of students put their names down for the Presidency College without the slightest intention of actually taking admission,—many of them in the vague hope of obtaining free studentships. It is hoped that this practice, which causes great inconvenience to the Principal in the adjudication of contending claims, will be gradually abandoned in the future.

Affiliation.

83. Before 1909, no special affiliation for M. A. studies was required. There were only two kinds of affiliation—Intermediate in Arts and Intermediate in Science, and B. A. and B. Sc.

At the beginning of 1909, the college had affiliation for the I. A. and I. Sc., B. A. and B. Sc. in all subjects, both Pass and Honours; but its M. A. affiliation was restricted to English (Group A) and Mixed Mathematics. During the course of 1909, affiliation was granted in History, Political Philosophy and Political Economy. In March 1912, M. A. and M. Sc. affiliation was granted in Chemistry and Physics. Similar affiliation in Geology is expected in 1913-14. Thus affiliation in all the subjects lost through the higher standard of the new regulations will have been recovered, except in Mental and Moral Philosophy. Affiliation in these subjects has not been asked for as yet, out of economy of teaching resources. The Scottish Churches College has affiliation up to the M. A. stage in Philosophy, therefore it was thought that the Presidency College did not need it. The increasing demand, however, for advanced teaching in this subject will soon make it necessary to provide a complete M. A. course in the Presidency College in this subject. Year by year, since examinations under the new regulations were first held in 1909, men have been sent up for the M. A. and M. Sc. degrees in Physics, Chemistry, Geology and Philosophy, though they could not appear as Presidency College students. They were allowed to appear on the strength of their training by University Lecturers who were members of the Presidency College teaching staff. In 1907 no separate staff for either History or Political Economy existed; the Lecturers in these subjects were either Professors of English or Philosophy. In 1910, there was a separate staff of 5,—3 Professors for History and 2 for Political Economy and Political Philosophy. The English staff was 6 (including the Principal) in 1907-08; in 1910-11 it has been raised to 7, exclusive of the Principal. Real tutorial work in English has been organized, and M.A. affiliation in English

(Group B) is looked forward to. The Principal hopes for B. A. affiliation in Botany to relieve the pressure on the Physical and Chemical Laboratories, and to supply an alternative B. Sc. course by the combination of Physiology and Botany.

Extension.

84. In deference to local sentiment, it was decided in 1907-08 to extend the college on its present site instead of removing it to a suburban area. The general lines of the scheme were laid down in July 1907 at a Conference presided over by the Lieutenant-Governor. Adjacent ground amounting to 22 bighas, at the estimated cost of Rs. 50,000 per bigha, or 11 lakhs for the land alone, was to be purchased to provide space for an athletic ground, a gymnasium, additional library space, arts class rooms, laboratories, hostels, residential quarters for the Principal and Professors, a college hall and a students' common room. The original draft of the scheme giving the requirements of the various departments was submitted by the Principal in 1908, but Dr. Morris Travers thought the requirements of the Science Departments excessive, so the scheme was revised. In 1910-11 a Committee was appointed by Government to give final shape to the scheme of extension. According to these recommendations the old Hare School building is to be annexed and will contain the students' common room and library. This annexation will not take effect till the Hindu School is enlarged to contain 300 more boys, and till the David Hare Training College and its Practising School is removed to Bhawanipur. The new Laboratory building for Physics, Physiology, and Botany was occupied in July 1912: it is expected that the new Geological Laboratory will be occupied after the Durga Puja vacation of 1912. Of the Physical Laboratory, the Principal remarks that it is "in extent and equipment probably deserving recognition among the best in the world."

Methods of Study and Teaching.

Lectures in Science diminished in number; more Laboratory work.

85. The College Calendar remarks, with reference to the teaching of Science, that "it has been the policy of the college to keep within definite limits the number of lectures which students are required to attend, and to rely mainly on the laboratory courses for their training." For these courses, it is claimed that they are "both in elaboration and extent considerably in excess of the minimum requirements of the Calcutta University."

Tutorial work.

86. In Arts subjects, the Principal remarks that there is still "too much lecturing and too little work of other kinds. But the work of other kinds does exist and is growing. It consists of tutorial work and class exercises and seminars." In 1908, the Principal abolished the system of tutorial work which then existed, by which large classes were broken up into sections for tutorial purposes. He substituted nearly individual tuition in the case of the Intermediate classes. The students were taken in couples, for half an hour at a time, once a fortnight. A system of class exercises was introduced in 1910-11 for all Arts subjects in all undergraduate classes. A form of mark sheet was devised, and on this mark sheet lecturers and tutors enter marks and other notes of the work done. These mark sheets provide an approximately complete record of the work of every student. Different members of the staff are assigned as tutors to classes at each of the three stages,—Intermediate, B. A., and M. A. At the Intermediate stage Composition and Précis-writing are practised. At the B. A. stages most of the classes are too large for tutorial assistance to be given with the present available staff. At the M. A. stage, there is essay-writing and seminar work.

Record of each Student's work secured.

Seminar work.

87. Seminar work is carried on in Philosophy, History, and Economics. The idea of the seminars is to encourage independent work by students under the guidance of the Professor, and thus to lead up to original research. Each seminar has a small specialized library of its own. In Philosophy tutorial assistance is very effectually given in connection with the seminar. The University Inspector recommends the creation of a class of private tutors, like the "Private Docents" of German Universities, who should be remunerated by the special fees which the backward students would be required to pay.

Residence of Students.

88. Out of the 973 students on the rolls of the college, 355 were returned as living at home with parents; 227 living with recognized guardians; 259 were in the Eden Hindu Hostel; 66 in the Baker and Elliott Hostels; 5 in other hostels; 46 in Presidency College messes; 15 in other messes or lodgings. The Principal complains that the new University buildings shut out light and air from the ground floor of the Eden Hostel. It is not explained how this interference with "ancient lights" was allowed. It is anticipated that these rooms will have to be declared unsuitable for residence, and that the accommodation in the new hostel to be constructed will have to be increased by some fifty places in consequence.

Corporate Life and Discipline.

Charge brought against the College that it has no "academic atmosphere."

89. The Principal takes occasion to defend the college against the charge brought against it by the University Inspectors of 1909 that the constituent elements of "an academic atmosphere" exist, but "they are not properly and duly mixed, so as to produce" the academic atmosphere desirable. There is not sufficient intercourse between professors and students, between professors themselves, or between students themselves. What is needed is the influence of mind upon mind." He points out that the organization of the college, the Council, the seminars, the tutorial work, and the various clubs, athletic and otherwise, and the college societies all tend to the fostering of a corporate life. If the Inspectors meant that the Presidency College was not a resident college, in the sense that "all the students and all the staff live together and share in the same college life", the Principal points out that, even when the full scheme of reform is completed, more than half the students and all but a small proportion of the staff will be non-resident. He continues: "the only kind of institution which quite corresponds to the new ideal of the resident college is the Eden Hindu Hostel." In this hostel there are 259 boarders organized into five wards, each under a warden and a prefect. The warden is a college professor, and the prefect a senior student. Each ward has its literary society which meets weekly during the greater part of the session for discussions and entertainments. Each ward society has an annual meeting before the close of the session, and the whole hostel has two festivities in the year (a New Year's feast, and a dramatic performance on the anniversary of the Saraswati Puja). A new departure of excellent effect was an entertainment instituted when Mr. Peake was Officiating Principal, and given by him and the staff of the college to the whole body of students. There was a banquet in the Hostel followed by a Bioscope performance in the Senate House. The Principal considers that discipline has improved since 1908, when he had to report that "students are not disobedient, nor exactly disrespectful; but they are certainly not respectful and there is no ready conformity with rules." The College Calendar was published for the first time in 1911. It gives an account of the life and work of the college, and brings the various sides of college life into relation with each other.

Organization of the Eden Hindu Hostel.

Discipline.

College Calendar.

Staff.

90. On the 31st March 1912 the staff consisted of a Principal, 7 Professors of English, 2 Professors of Philosophy and Logic, 2 Professors of History, 2 Professors of Political Economy and Political Philosophy, 2 Professors of Sanskrit, Pali, and Bengali, 1 Professor of Arabic and Persian, 3 Professors of Physics, 2 Professors of Chemistry, 3 Professors of Mathematics and Astronomy, and 1 Professor of Physiology,—in all 25 Professors; 4 permanent and 1 temporary Lecturers, 7 Demonstrators, 14 Assistants to Professors, 5 Student Assistants, and a Gymnastic Instructor. A Steward has been appointed to relieve the Principal of some of the administrative work in connection with the college building and grounds, the hostels, the athletic club, the common room and menial staff. On the 31st March 1907 the staff was a Principal, 21 Professors, 2 Lecturers, 5 Demonstrators, 10 Laboratory Assistants, 4 Student Assistants, and a Gymnastic Instructor. The College then included the Commercial Department with 8 Lecturers. Of the college staff, 9 Professors, including the Principal, were members of the Indian Educational Service against 6 on the 31st March 1907.

Steward.

Cost.

91. The total direct expenditure on the college for 1911-12 was Rs. 2,79,914, from which the receipts from fees, etc., must be deducted, which amounted to Rs. 1,28,660, leaving a net cost paid by Government of Rs. 1,51,254. The total annual cost of educating each pupil was Rs. 304 and the cost to Government was Rs. 162-13. For 1906-07 the total direct expenditure was Rs. 2,35,511 including the cost of the Commercial Classes, from which the receipts from fees must be deducted, which amounted to Rs. 93,352, leaving a net cost paid by Government of Rs. 1,42,159. The total annual cost of educating each pupil was Rs. 344, and the cost to Government was Rs. 208.

Examinations.

92. F. A. AND I. A.—During the quinquennium under review 376 students were sent up to these examinations, of whom 215 or 57 per cent. passed,—83 or 37 per cent. in the first division.

I. Sc.—In the four years 1908-09 to 1911-12, 315 students were sent up to this examination, of whom 210 or 66 per cent. passed—117 or 55 per cent. in the first division.

B. A.—During the quinquennium under review 521 students were sent up to this examination; of these, 341 or 65 per cent. passed, and 158 or 46 per cent. obtained honours.

B. Sc.—During the quinquennium under review 412 students were sent up to this examination; of whom 205 or 49 per cent. passed, and 70 or 34 per cent. obtained honours.

M. A.—In 1908, 122 students were sent up to this examination; of these 65 or 53 per cent. passed, and of these 8 or 12 per cent. obtained a first class.

In 1910, 42 students were sent up, and 23 or 54 per cent. passed, but no one obtained a first class.

Two candidates were sent up for the M. Sc. in Mathematics, and passed, —one in the first class.

In 1911, 74 students were sent up to this examination, and 51 or 68 per cent. passed, and among these 8 or 15 per cent. obtained a first class.

In 1912, 4 students went up for the M. Sc. in Mathematics, and 2 passed in the first class.

93. As has been explained in the section on Affiliations, the college was largely restricted in its M. A. and M. Sc. affiliations to the University. In 1910, 26 students went up for the M. A. degree in Physics, Chemistry and Geology, and 9 passed,—3 in the first class. Ten students went up for the M. Sc. degree in Physics, and 9 passed,—1 in the first class. In 1911, 15 students went up for the M. A. degree in Physics and Chemistry, and 6 passed; 20 went up for the M. Sc. degree in Physics, Chemistry and Geology, and 16 passed,—4 with first class honours in Chemistry. These students were all presented as University students, but prepared themselves in the Presidency College under Presidency College teachers who were also University Lecturers.

Physical Laboratory.

94. In the Physical Laboratory Dr. J. C. Bose reports the final demonstration of the conduction of excitation in plants, the accurate determination of the velocity of transmission, and the proof of the similarity of the effect of drugs upon animal and vegetable tissues as the chief points to which research was directed in his department during the quinquennium under review.

Chemical Laboratory.

95. In the Chemical Laboratory Dr. P. C. Ray reports that a number of students, while preparing for the M. Sc. examination, have taken to research work, and have thus begun to take full advantage of the new University regulations, which allow candidates to submit a thesis based upon research instead of part of the examination. A good many original papers by such students have appeared in the Journals of the local Asiatic Society and of the London Chemical Society. Dr. Ray hopes for an extension of his laboratory when the Physical Laboratory is removed to the new building, and he gives warning that a very substantial expenditure will have to be incurred to keep abreast of the times in his science.

Geological Laboratory.

96. In the Geological Laboratory considerable additions were made to the collection of rocks and fossils, and a large Dick Petrological Microscope and a set of mineral slides purchased. The M. Sc. students made excursions to the Salt Range, the Mayo Salt Mines, the Hazara district, Raniganj, and Katni

(Central Provinces). The Professor complains that there is at present no post-graduate research scholar in Geology, a science in which there is such an ample field for research in India.

97. Mr. Mahalanabis reports that, in 1911-12, there were three graduates (two of whom are University post-graduate scholars) working in the Physiological Laboratory with a view of preparing themselves for the M. Sc. examination. Physiological Laboratory.

98. The establishment of the Astronomical Observatory consisted of one Demonstrator, three Student Assistants, and one Mechanician. Throughout the year 1911-12 regular stellar observations were taken by the Demonstrator and the Student Assistants, and the errors of the clocks were determined thereby. The Demonstrator also took observations of the sun and of the moon-culminating stars. The B. A. and B. Sc. third year classes attended the observatory, in batches, during their lectures on Astronomy from August to December, and were put through the following exercises:— Astronomical Observatory.

(*i*) Use of the transit instrument and altazimuth. Taking transit of stars by the eye and ear, and electric methods.
(*ii*) Use of the equatorial telescope, the observation of the moon and stars by setting the instrument to their right ascensions and declinations.
(*iii*) Comparison of chronometers and conversion of time.
(*iv*) Identification of the constellations in the heavens by reference to the celestial globe.
(*v*) Use of the striding level.

The development of the scientific teaching showing the numbers studying in the Physical and Chemical Laboratories in 1907 and 1912 respectively.

99. In the Physical Laboratory there were studying in March 1907, 50 third year, 71 fourth year, and 13 fifth year students; in all 134 students. Comparison of Numbers of Students studying in the Physical and Chemical Laboratories in 1906-07 and in 1911-12 respectively.

In March 1912 there were 73 first year, 63 third year, 90 fourth year, 15 fifth year and 12 sixth year students; in all 253 students.

In the Chemical Laboratory there were studying in March 1907, 33 third year, 71 fourth year, and 11 fifth year students; in all 115 students.

In March 1912 there were 85 second year, 71 third year, 110 fourth year, 13 fifth year, and 11 sixth year students; in all 290 students.

Patna College.

100. On the 31st March 1907 there were 120 students on the roll of the college. Of these 75 per cent. were Biharis, the balance being Bengalis. Classified according to religion, 73 per cent. were Hindus, 25 per cent. Muhammadans, and 2 per cent. Brahmos. The corresponding figures on the 31st March 1912 were 257 students on the roll of the college, of whom 213 or 82·87 per cent. were Biharis, 43 or 16·73 per cent. Bengalis, and 1 or ·38 per cent. Native Christian. Classified according to religion, 187 or 72·76 per cent. were Hindus, 69 or 26·84 per cent. Muhammadans, and 1 or ·39 per cent. Native Christian. The percentage of Muhammadans has risen from 25 to 26·84 per cent. Number of Students and Classification according to Race and Religion.

101. In 1911-12 the staff consisted of a Principal, ten Professors, two Lecturers and two Demonstrators. The staff in 1906-07 consisted of one Principal, seven Professors and two Lecturers; in addition there were two teachers of the collegiate school who worked for some of their time in the college, and one Laboratory Assistant who helped with the teaching of Mathematics. Besides the Principal, there are four members of the Indian Educational Service now attached to the college staff; in 1906-07 the Principal was the only member of the Indian Educational Service. Staff.

102. The total cost of the college in 1911-12 was Rs. 99,615; the cost to Government was Rs. 75,976. In 1906-07, the total cost was Rs. 49,917; the cost to Government was Rs. 36,857. The total cost of educating a student was Rs. 377; the cost to Government was Rs. 288: in 1906-07 the total cost of educating a student was Rs. 322, and the cost to Government Rs. 238. Cost.

103 F. A. AND I. A.—During the quinquennium under review 217 students appeared for these examinations, and 115 or 52 per cent. passed,—38, or 33 per cent., in the first division. Examinations.

I. Sc.—During the four years 1908-09 to 1911-12, 75 students were sent up for this examination, and 60 or 80 per cent. passed,—25 or 41 per cent. in the first division.

B. A.—During the quinquennium under review 169 students appeared for this examination, and 93 or 55 per cent. were successful.

B. Sc.—During the four years 1908-09 to 1911-12, 22 students appeared for this examination, and 14 or 63 per cent. passed, among these 10 or 71 per cent. in the first class.

The percentage of passes in the year 1912 has improved when compared with that of 1908. In 1908, for the F. A. or Intermediate it was 26, and for the B. A. or B. Sc. it was 29. In 1912 for the F. A. or Intermediate it was 72, and for the B. A. or B. Sc. it was 62. The year 1912 is remarkable for 6 students gaining honours in English at the B. A. and 2 Bihari students gaining honours in Physics at the B. Sc. examination.

Restricted Affiliation.

104. The Patna College is affiliated to the University of Calcutta up to the M. A. standard in Persian only. The Principal complains of the restriction of the college affiliation, and considers it hard that "when we are able and willing to give the needed instruction up to the very highest stages of University work, there should be any obstacle in our making arrangements for our own students."

Approach to the Residential System.

105. The Patna College has the start of other Government colleges in Bengal in possessing the elements of a residential college. The Minto College Hostel (for Hindus), and the Muhammadan Hostel, and houses for the Principal and one of the Professors were completed during the quinquennium under review and are now in occupation. The collegiate school has been removed to other premises, and the basement floor of the main college building provides additional accommodation for the college classes. The former connection between the Bihar Engineering School and the college has been severed, and the college has gained in now being devoted to a single aim. A large opium godown has been converted into a gymnasium. All the distinguishing features of college life are in operation,—regular games, the Students' Common Room with its branches, the Athletic Club, the Archæological Society, the Chanakya Society (for the study of Economics), the Debating Society and Scientific Societies, the College Magazine and the Dramatic Society.

Laboratories.

106. The chief remaining need is new laboratories. It was impossible to carry out the scheme for combined laboratories for the Patna College, the Temple Medical School, and the Bihar School of Engineering mentioned in the last Quinquennial Review. New laboratories were designed as long ago as 1905, and plans and estimates sanctioned, but funds were not forthcoming. In 1912 the Government architect has put forward a new design, and the Professor of Physics welcomes the opportunity of revising the scale and scope of the new laboratory so as to admit of more advanced work than was contemplated six years ago. The Principal's description of the state of things quoted in the Annual Report for 1908-09 is apparently quite applicable at present:—

"The limit of possible extension has been reached. But, after everything possible has been done, the accommodation is not nearly sufficient for scientific work of the standard which the college is attempting to teach. Without exception the rooms are too small, and they are inconveniently arranged. Both departments have to share the same lecture room, and there is no accommodation of any kind for the staff."

Hostels.

107. The accommodation in the Hindu Hostel is reported as insufficient and that in the Muhammadan Hostel superabundant, so three rooms in the Muhammadan Hostel were occupied by Hindus. The management of the hostels was seriously hampered by plague.

Tutorial work.

108. Tutorial work in Economics has taken the form of sets of questions set by the Professor, which were corrected and explained in tutorial classes (3 or 4 students at a time). The Professor proposes to limit the class next year to the number to which efficient tutorial assistance can be given.

In English lectures have been curtailed, and as far as possible individual tutorial assistance substituted. Subjects were given out for weekly essays to be written by the students in their own time, with the object of improving their English composition. Much the same methods were followed in History and Logic. A Chemical Society has been started among the students

taking up Chemistry, to encourage the students in chemically investigating the products and industries of the neighbourhood, and to train them in research work. In both Chemistry and Physics, practical work, though hampered by want of space, has been encouraged, and lectures correspondingly diminished.

109. There appear to have been no serious offences against discipline, though two Muhammadan youths were removed from the hostel for gross disobedience in 1911-12. Unless boys come to college from the high schools trained to obedience, it will necessarily be difficult to enforce rules in the colleges, where young men expect more liberty. Discipline.

Ravenshaw College, Cuttack.

110. There were 315 students on the rolls of the college on 31st March 1912. The average monthly number during the year was 286. On the 31st March 1907, there were 158 students on the rolls, and the average monthly number during the year was 133. The percentage of Uriyas during 1911-12 was 63·8; during 1906-07 it was 52·5. Of the total number of students on the rolls, 4 were non-aboriginal Native Christians, 90 were Brahman and 200 non-Brahman Hindus, 1 Eurasian, and 20 Muhammadans against 4 Muhammadans, 2 Native Christians, and 154 Hindus. Numbers.

111. The teaching staff of the ollege consists of a Principal and 7 Professors, 4 Lecturers, 1 Demonstrator, and 2 Laboratory Assistants against a Principal and 5 Professors and 2 Lecturers, who were assisted by one of the teachers of the collegiate school in 1906-07. In 1907 the staff was increased by two Professors,—one in Philosophy and one in Chemistry, and two Lecturers,—one in Mathematics and one in Sanskrit and Uriya. In 1908, a part-time Lecturer in English was added from the school staff. In 1909, a Demonstrator in Chemistry was appointed. In 1910, a Lecturer in History and a Maulvi from the school staff to teach Persian were appointed. No officer of the Indian Educational Service is employed at the college. Staff.

112. There is a Governing Body of the constitution usual in Government Mufassal colleges. This body met regularly once a month during the session. The number of these meetings contrasts very favourably with that of the meetings of the Hooghly College Governing Body. There is also a College Council which met five times during 1911-12. Control.

113. In 1911-12, the total expenditure was Rs. 47,836, of which Rs. 14,667 were met from fees and endowments, leaving Rs. 33,169 to be paid by Government. In 1911-12, the total cost of educating a student was Rs. 167, and the cost to Government Rs. 113. In 1906-07 it was Rs. 240; the cost to Government was Rs. 179. The total expenditure during 1906-07 was Rs. 31,914, of which Rs. 8,148 were met from fees and endowments, leaving Rs. 23,766 to be paid by Government. Cost.

114. The Ravenshaw College is affiliated up to the I. A. and I. Sc. standards in English, History, Vernacular, Sanskrit, Persian, Logic, Mathematics, Physics, Botany, and Chemistry; up to the B. A. standard it has affiliation in English (Pass and Honours), Philosophy (Pass and Honours), Sanskrit (Pass and Honours). In Mathematics, Persian, History, Political Economy, and Political Philosophy it has Pass B. A. affiliation only. It is hoped that the college will be affiliated up to the B. A. standard in Botany in the near future. Affiliations.

115. During the quinquennium under review 298 students went up for the F. A. and I. A. examinations, and 147 or 49 per cent. passed, and 50 or 34 per cent. obtained first class honours. In the two years 1910-11 and 1911-12 47 students went up for the I. Sc. examination: 27 or 57 per cent. passed, and among these 11 or 40 per cent. obtained first class Honours. During the quinquennium under review, 168 students went up for the B. A. examination, and 71 or 42 per cent. passed; of these 8 or 11 per cent. obtained honours. Examinations.

116. When Mr. Shaw became Principal in June 1909, he found that the office took up two rooms in the new (science) block, and that the Professors had a large room upstairs as their common room. He removed the office and the Professors' common room to the collegiate building, and was thus able to concentrate the Chemical Laboratory entirely in the new block, and to give Laboratory.

the Professor a separate lecture room. The lower storey of the new block is entirely given up to Physics and Chemistry. The practical work rooms in the Chemical Laboratory have been completely re-arranged. A proper supply of water and gas is still wanting. The Botanical Laboratory was accommodated entirely in the old block, and an excellent practical work room was provided by converting two rooms into one. In 1910, the old gallery in the lecture theatre, used in common by the Professors of Physics and Botany, was dismantled, and a new gallery constructed.

Hostels.

117. The Ravenshaw College hostel system is based on a small endowment which enables the hostels to be self-supporting. A new hostel for Hindus accommodating 56 boarders was opened in 1908-09; the two hostels thus provide accommodation for 113 Hindu boarders.

Improvements.

118. In 1908-09, the Principal reported that it was urgently necessary to remove the Collegiate and Survey Schools to a new site, and to build an Examination Hall and quarters for the staff in the neighbourhood of the College. Six acres of ground have been purchased to provide a new site for the Collegiate School, but nothing else has been done for want of funds.

Hooghly College.

Numbers.

119. The number of students on the rolls of the Hooghly College on the 31st March 1912 was 183, including 15 Muhammadans, as against 163, including 18 Muhammadans, on the 31st March 1907. The numbers of the students have fluctuated during the quinquennium under review. In 1907-08, 149 students were on the rolls; in 1908-09, 117; in 1909-10, 141; in 1910-11, 151; in 1911-12, 183. Owing to the prevalence of malaria and the proximity of Calcutta, it is doubtful, whether even with a considerably extended affiliation, there will be a large increase in the number of students.

Staff.

120. The staff at present consists of a Principal, 6 Professors, 1 temporary and 3 permanent Lecturers, and 2 Laboratory Assistants, against a Principal and 6 Professors, 1 Lecturer, and 1 Laboratory Assistant at the end of the last quinquennium. No officer of the Indian Educational Service is at present employed at the college.

Control.

121. There is a Governing Body of the constitution usual in Government Mufassal colleges. The College Council, which consists of all the Professors and Lecturers, manages the Common Room, Library, and Athletic Club through sub-committees. The Principal states that the Governing Body and Council held only two meetings each in 1911-12.

Cost.

122. The total cost of the college for 1911-12 was Rs. 39,946, and the cost to Government was Rs. 26,851, the balance being made up from fees. The total annual cost per student was Rs. 256, of which Government paid Rs. 172. The corresponding figures for 1906-07 were Rs. 32,327, Rs. 21,495, Rs 231, and Rs. 153.

Affiliations.

123. The college is affiliated up to the I. A. and I. Sc. standard in English, Vernacular, Sanskrit, Persian, History, Mathematics, Physics, and Chemistry. Up to the B. A. standard it is affiliated in Mathematics and Sanskrit (both Pass and Honours). In English, History, Persian, and the Vernacular it has Pass B. A. affiliation only. The Principal points out that the B. A. classes have fallen off in number from 67 in 1907-08 to 33 in 1911-12, and gives it as his opinion that there is no chance of recovery unless affiliation is granted in Political Economy and Political Philosophy for the B. A., and in Physics, Chemistry and Mathematics for the B. A. and B. Sc. Affiliation in Logic for the Intermediate is also desirable. The whole question of the further affiliation of the college has been fully considered, and it has been decided that it is not practicable at present to apply for further affiliation than that for the B. A. and B. Sc. in Physics and Chemistry. The Syndicate have been addressed with a view to ascertain the minimum requirements of the University for such affiliation. The M. A. classes at this college have been abolished since 1908-09.

Examinations.

124. During the quinquennium under review 200 students were sent up for the F. A. or I. A. examination and 94 or 47 per cent. passed, and among these 20, or 21 per cent., passed in the first division.

In the three years 1910, 1911, 1912, 69 students were sent up for the I. Sc. examination and 38 or 55 per cent. passed, and among these, 18 or 47 per cent. passed in the first division.

During the quinquennium under review 128 students were sent up to the B. A. examination; of these 57 or 45·9 per cent. passed, and among these 11 or 19 per cent. obtained Honours.

125. In the year 1907-08 the Physical Laboratory was separated from the Chemical Laboratory, and two large rooms in the main building were given up to it. The Laboratories have been refitted at a cost of Rs. 2,750. The annual grant for apparatus and chemicals has been increased from Rs. 1,200 to Rs. 1,800. A dynamo, a balance, and a Wimshurst machine have been supplied for the Physical Laboratory. A new pump has been set up to pump water from the Hooghly for the Laboratories. Laboratories.

126. The collegiate school still occupies the ground floor of the college, and the consequent overcrowding continues. This overcrowding has been increased since the introduction of the revised course of studies at the Madrasa, which necessitates 11 classes instead of 8. The remedies proposed are to remove the school and make the part of the college building now used as a residence by the Principal, available for ordinary college purposes, separate quarters being provided for the Principal elsewhere. Overcrowding.

127. From the 1st of September 1907 the Hindu Hostel, in which 18 boarders reside, has been reserved for college students only, the school hostel being removed to a separate house, and Muhammadan students of the college, who formerly resided in the Madrasa Hostel, have also been removed to a separate house hired for the purpose. A separate hostel for Muhammadan students has been sanctioned and will be ready shortly. Hostels.

Krishnagar College.

128. On the 31st March 1912, the numbers had risen to 143,—a most satisfactory increase, which proves that the competition of the Krishnath College, Berhampore, is no longer exercising an adverse influence on its numbers. The 143 students are made up of 61 Brahman and 79 non-Brahman Hindus and 1 Muhammadan. On the 31st March 1907, there were 84 students on the rolls of the college. The Officiating Principal brings forward the total disaffiliation of the college in Persian and the reduction of the annual Mohsin grant to Rs. 25, which pays the half fees of one Muhammadan student only, as reasons why so few Muhammadans attend the college. It has been decided after careful inquiry that there is as yet not sufficient demand for teaching in this subject to justify application for affiliation in it. Numbers.

129. The staff at present consists of a Principal, 5 Professors, 5 Lecturers, and 1 Laboratory Assistant, against a Principal and 5 Professors and 1 Laboratory Assistant at the end of the last quinquennium. Staff.

130. In accordance with the new University regulations a Governing Body, consisting of the District Judge, the Principal, and the senior Professor, and a College Council consisting of all the Professors and Lecturers have been constituted. Control.

131. The total cost of the college during 1911-12 was Rs. 37,786; the cost to Government was Rs. 27,395, the balance being made up from the endowment and fees. These figures compare very favourably with those of 1906-07, when the total cost was Rs. 29,983, and the cost to Government was Rs. 23,339. In spite of a largely increased staff, the cost to Government has only risen by Rs. 4,056. The total annual cost per student during the year 1911-12 was Rs. 282, and the cost to Government was Rs. 204. In 1906-07 the corresponding figures were Rs. 366 and Rs. 285 respectively. Cost.

132. The college is at present affiliated up to the I. A. and I. Sc. standards in English, Logic, Vernacular Composition, Sanskrit, History, Mathematics, Physics and Chemistry. Up to the B. A. and B. Sc. standards it is affiliated in English, Vernacular Composition, Mathematics, History, Physics and Chemistry. In all these subjects the affiliation is for Pass B. A. only. In Sanskrit it includes both Pass and Honours. The Officiating Principal reports that the non-affiliation of the college in Honours up to the B. Sc. standard, and in English (Honours) and in Political Economy up to the Pass B. A. standard, told adversely upon the strength of the college, more especially as the neighbouring college at Berhampore is affiliated in these subjects. Affiliations.

Examinations.

133. During the quinquennium under review 165 students were sent up for the F. A. or I. A. Examination and 80 or 47·3 passed; among these, 20 or 25 per cent. passed in the First Division.

In the years 1910, 1911 and 1912, 47 students went up for the I. Sc. Examination, and 24 or 51·06 per cent. passed; of these, 7 or 29·1 per cent. passed in the First Division.

During the quinquennium under review 41 students were sent up for the B. A. Examination, and 27 or 65·9 per cent. passed.

In 1910, 1911 and 1912. 19 candidates appeared at the B. Sc. examination and 5 or 26·3 per cent. passed.

Improvements.

134. The collegiate school was removed to a rented building in January, and finally separated from the college in April 1908. The school and college hostels could not be separated from each other till June 1908. The college hostel was removed to a rented building in a healthy locality in August 1910. It is intended to provide the college with a hostel building of its own at a very early date. This will be erected in the college compound, which is the finest of its kind in Bengal.

On the removal of the school from the college premises, some of the rooms vacated were set apart for practical classes in Physics and Chemistry. The laboratories were extended and refitted in 1908-09, and the grant for apparatus and chemicals was increased from Rs 1,050 to Rs. 2,250 in 1909. The library grant has been increased from Rs. 300 to Rs. 500, a whole-time librarian has been appointed, and students have been allowed to take out books without deposits since August 1907.

Physical and Moral welfare of the Students.

135. The Officiating Principal reports that all possible means of fostering a corporate spirit and of promoting the welfare of the students were made use of. The teaching staff maintained close intercourse with the students out of teaching hours. The quinquennium under review is summed up in the report as a period of physical, moral, and intellectual progress.

Destiny of the College.

136. In the last Quinquennial Review it was pointed out that the local community had not carried out the undertaking to provide the permanent subscription, on the strength of which Government had undertaken to keep up the college on a first grade footing. In the early part of the present quinquennium, it was contemplated to reduce the college to a high school of the new pattern with Intermediate classes. In 1909 a committee sat to consider what should be done with the college. In accordance with its recommendation, Government agreed to retain the college on its present footing as a Government institution on condition that—

(*i*) a sum of Rs. 40,000 should be contributed locally to meet the cost of a hostel;

(*ii*) annual subscriptions of Rs. 1,200 should be guaranteed in perpetuity.

Neither of these conditions has as yet been fulfilled, and it is likely that their strict observance will not be insisted on. Rupees 22,000 have been collected up to date, and a further sum of Rs. 8,000 promised.

The Sanskrit College.

The Sanskrit College not an Oriental College.

137. Mr. Orange pointed out in the Fifth Quinquennial Review for India that the Sanskrit College is not an Oriental College, as it is not affiliated to the University *in that capacity*.

Organization and Object.

138. The college is divided into two departments,—an Oriental and an English. The Oriental Department prepares candidates for the First and Second Sanskrit Examinations and for the Sanskrit Title Examination. The object of the college is to combine all that is best in indigenous Sanskrit learning with the more scientific methods of European Sanskrit scholars.

Change in the Status of the College during the present quinquennium.

139. The English Department in the quinquennium under review has been affiliated to the University up to the B. A. standard, and has not, as formerly, to send its F. A. and B. A. candidates, in all subjects except Sanskrit, to study at the Presidency College. The only relic of the old system is that B. A. candidates who study for Honours in Philosophy attend Presidency College lectures in this subject. After the year 1908-09 the M A. course in Sanskrit was no longer taught in the college, but the University

M. A. Classes in Sanskrit are mostly taught by the College Professors acting as University Lecturers. This is not entirely a satisfactory arrangement. An institution with the history and reputation of the Sanskrit College should enjoy the fullest affiliation possible under the University regulations in its particular subject, and it is to be hoped that Government may see its way to give an early sanction to the additional staff required for this purpose. Several students of the University M. A. class are making researches in Archæolaogy and History from the side of Sanskrit and Pali under the guidance of the Principal. In 1911 a post-graduate Research Scholar of the Bengal Government carried on researches in the college in Hindu Ethical Philosophy.

140. The College Governing Body was constituted during the quinquennium under review, with Sir Ashutosh Mukhopadhyay, Vice-Chancellor of the University, as its President. Control.

141. The growth of the numbers in the English and Oriental Departments respectively may be thus shown. On the 31st March 1908 the figures were English 36, Oriental 80. On the 31st March 1909 they were 29 and 66. On the 31st March 1910 they were 54 and 79. On the 31st March 1911 they were 45 and 84. On the 31st March 1912 they were 99 and 155. Number of Students.

142. During the quinquennium under review 74 students were sent up to the F. A. or I. A. examination, and 38 or 51 per cent. passed—among these 10 or 26 per cent. in the first class: 42 students were sent up to the B. A. examination, and 32 or 76 per cent. passed, and among these 13 or 40 per cent. obtained honours. Examination results.

143. During the quinquennium under review 89 students went up for the Sanskrit Title Examination, and 53 or 59 per cent. passed; 120 students were sent up for the Sanskrit Second Examination and 82 or 68 per cent. passed; 63 students were sent up for the Sanskrit First Examination, and 36 or 58 per cent. passed. In addition, 3 students of the collegiate school appeared at the Sanskrit First Examination and 1 of them passed; 6 students of the collegiate school appeared at the Sanskrit Second Examination, and all passed. Sanskrit Title Examination.

144. The college staff consists of a Principal, 3 Professors, and 11 Lecturers against a Principal, 3 Professors, and 6 Lecturers at the end of the last quinquennium. Staff.

145. The Principal notes with satisfaction that several ex-students of the college have obtained appointments in the Provincial Educational Service as Professors of Sanskrit. Appointment of Ex-students to the Provincial Educational Service.

Arts Colleges under Board management.

The Diamond Jubilee College, Monghyr.

146. This college was founded in 1898. It teaches up to the Intermediate examination in Arts, and is affiliated in English, Mathematics, Sanskrit, Persian, History, and Logic. Affiliation.

147. It is managed by a Joint Committee of the Monghyr District Board and Municipality. On the 31st March 1912 there were 14 students on the roll. The average monthly roll number was 13·7 and the average daily attendance was 12·3. On the 31st March 1907 there were 16 students on the roll, and the average monthly roll number throughout the year was 15. Management. Numbers.

148. In 1912, 5 boys were sent up and 2 passed—1 in the first and 1 in the second division. Examinations.

In 1911, 4 boys were sent up and passed,—2 in the first, 1 in the second, and 1 in the third division.

149. The cost of the college was Rs. 5,636 in 1911-12, against Rs. 6,273 in 1906-07. The cost was met from the following sources:— Cost.

	Rs.
District and Municipal Board subscriptions	2,150
Endowments, subscriptions, and interest	1,367
Fees	678
Amount paid out of credit balance	1,441
Total ...	5,636

At the end of the year 1910-11 there was a credit balance of Rs. 6,456-3-1, but after meeting the deficit for 1911-12, it was reduced to Rs. 5,015. The income fell off from Rs. 7,312 in 1910-11 to Rs. 4,192 in 1911-12. No explanation of this is forthcoming. The cost of educating each student is Rs. 407. At the Presidency College the cost is Rs. 344.

Staff.

150. The staff is well qualified, as it includes M.A.'s in Mathematics, English, and Philosophy.

Future of the College.

151. Considering the educational outturn and the numbers on the roll, it cannot be considered that the expenditure is warranted. Moreover the financial position is unsound. Mr. J. A. Cunningham remarked in 1907, when inspecting the college for the University, "it would obviously be a more economical arrangement to give each boy a handsome scholarship and let him go up to Patna or Calcutta" than to keep up the college on its present footing. The college should be either abolished and its endowments transferred to the Tej Narayan College at Bhagalpur, or it should be combined with the zilla school into a collegiate school of the new type with Intermediate classes.

Midnapore College.

Management and Governing Body.

152. This college is nominally under the management of the Midnapore Municipality, but it has a Governing Body constituted in accordance with the University Regulations. The total expenditure for 1211-12 was Rs. 7,185, and the income was Rs. 14,303 made up as follows:—

	Rs.
Government contribution (including a special grant of Rs. 5,000)...	7,871
Municipal contribution	409
Fees and fines	4,374
Other sources	1,649

Number of Students.

153. The number on the rolls of the college on the 31st March 1912 was 78, the average monthly roll number was 78·9, and the average daily attendance was 68·6. On the 31st March 1907 the number on the roll was 40, and the average monthly roll number during the year was 47. There has thus been a satisfactory increase in the number of students.

Examinations.

154. During the quinquennium under review 166 students were sent up to the F. A. and I. A. and 72 or 46 per cent. passed; of these 14 or 19 per cent. passed in the first class.

Affiliations.

155. The college is affiliated up to the Intermediate standard in Arts, in English, Bengali, Urdu, Sanskrit, Persian, History and Logic

Staff.

156. The staff is well qualified, and consists of five M.A. Lecturers who lecture on English, History, Logic, Mathematics, and Physics, and Lecturers on Sanskrit and Bengali, and Persian and Urdu.

Recommendations of the University Inspectors.

157. The University Inspectors in March 1912 recommended the removal of the college to the hostel building, and the building of two new hostels—one for the college and one for the collegiate school. The present accommodation of the college is insufficient. Arrangements were also recommended to secure the permanence of the teaching staff.

Private Arts Colleges.

St. Xavier's College.

Affiliation and Staff.

158. This institution is affiliated up to the B. Sc. standard of the Calcutta University with Honours in Chemistry. It has on its staff a Rector and Prefect of Studies, 12 Professors and 5 Demonstrators.

Numbers.

159. The number of students on the rolls of the college on the 31st March 1912 was 305, against 281 on the same date in 1907. The total expenditure during 1911-12 amounted to Rs. 33,960, and was met from the following sources: from Provincial revenues Rs. 5,400, from fees Rs. 17,483, and from other sources Rs. 11,077. During 1906-07 the total expenditure was Rs. 42,000.

Grants-in-aid.

160. The college receives a grant-in-aid of Rs. 450 a month from Government. During the last five years it received a total sum of Rs. 37,000 through the Calcutta University to help the college authorities to fit up their Physical and Chemical Laboratories. In 1910-11, a further grant of Rs. 15,000 was allowed them by the Department in connection with the erection of the Practical Chemistry Hall and sundry other changes. The college has now five

science halls, two large lecture halls for Physics and Chemistry, and three halls for Practical Science. During the quinquennium it passed out 23 F. A's., 76 I. A's., 103 I. Sc's., and 15 B. Sc's. with 5 Distinctions and 1 in Honours. Examinations.

The Scottish Churches College, Calcutta.

161. The Rev. Alexander Duff, first Missionary under the General Assembly of the Church of Scotland, founded in 1830 the General Assembly's Institution for the propagation of the Gospel, through education at once liberal and religious on Western principles. Its success was immediate and great. Again in 1843, when Dr. Duff and his colleagues separated from the General Assembly and joined the newly formed Free Church of Scotland, he founded another college called the Free Church Institution on the same principles and with similar success. To the name of this second institution the title of Duff College was added after the death of its illustrious founder. The demand for increased efficiency in Indian education, and the evident wisdom of concentrating their efforts in one institution, found the two Missionary bodies ready to take the decisive step of incorporating their separate colleges in Calcutta in one. Accordingly, from June 1908, the two institutions were united into one institution under the style of the Scottish Churches College, and housed in a handsome building. Origin.

162. It is affiliated to the University up to the B. A. Pass and Honours in English, Mathematics, Sanskrit, History, Philosophy, Political Economy and Political Philosophy, and B. Sc. Pass and Honours in Physics, Chemistry and Mathematics. B. A. students may also take Chemistry and Physics up to the Pass standard. Of the vernaculars, Bengali only is taught. It is also affiliated up to the M. A. standard in Philosophy and Pure Mathematics, and up to the M. Sc. standard in Pure Mathematics. Affiliation.

163. The college had 672 pupils on its rolls in 1908, but on 31st March 1912 the number increased to 1,116. The total cost of Rs 2,03,378 for the college during 1911-12 was made up of Rs. 33,026 received from Government and Rs. 1,70,352 realized from fees, subscriptions, endowments, etc. The total expenditure during 1908-09, the first year of the existence of the college, was Rs. 1,16,062. During the last four years the college passed out 2 M. Sc's., 57 M. A's., 79 B. A's. (Honours), 279 B. A's. (Pass), 11 B. Sc's. (Honours), 57 B. Sc's. (Pass), 282 I. A's. and 165 I. Sc's. Pupils, Expenditure, and Passes.

164. A higher class of teachers has gradually been secured, involving more liberal salaries; and the staff now consists of a Principal, 18 Professors, 3 Assistant Professors, 4 Lecturers and 3 Demonstrators. Very considerable changes have been required in class rooms and in furniture in order to accommodate the large numbers that demand admission; while new laboratories and class rooms for teaching Physics and Chemistry had to be built and equipped. The cost has been considerable, but Government grants have been on a generous scale. In class rooms and laboratories the limit of accommodation has been reached, and a good beginning has been made along the lines of tutorial work with small sections of classes, where the teacher comes into closer touch with the students. The college has already provided three well-managed hostels which accommodate 156 students, and has obtained land for another hostel. If one may judge from the number of applications made by those wishing to enter the college at the beginning of this session, another hostel still is required to meet the needs. There are several societies and clubs for the study of Literature, Philosophy, Political Economy, and for Sports and Athletics. Instruction in the Christian religion is imparted every day, and these classes are well attended. The Principal reports that it is not the experience of the staff that Indian students are tending to materialism; they are on the other hand responsive to appeals for manliness and godliness in their lives. From the examination results, it is evident that the college has been able to take a good place among those affiliated to the Calcutta University; but of still higher importance, the Principal considers, is the influence that he and his colleagues seek to exercise on the young men who pass through their class rooms. It is certain that the union of the colleges has increased their influence for good as shown in the maintenance of discipline and the moulding of the character of the students. Development.

St. Columba's College, Hazaribagh.

Pupils and Expenditure.

165. The Dublin University Mission or the St. Columba's College, as it is now called, had on its rolls 104 students on the 31st March 1912, made up of 16 aboriginal Christians, 2 Muhammadans, and 86 Hindus. The average monthly roll number during the year was 101. In 1907 there were only 48 on the rolls. The total cost of the college during 1911-12 was Rs. 23,144, which was defrayed as follows:—

	Rs.
From Provincial revenues	12,000
From fees	5,777
From endowments and other sources	5,367
Total ...	23,144

Development.

166. The history of the college during the quinquennium was one of constant endeavour to improve. From a few unsatisfactory bungalows, it has moved into a fine building—with Chemical and Botanical Laboratories, tuition rooms, common rooms, Principal's and Tutors' quarters, and a hostel and out-houses—capable of accommodating 88 students. The library, too, has steadily grown up, and the authorities hope to spend Rs. 1,500 more on it very shortly. The Governing and Executive Committees of the college have been constituted during the period under review, and are working satisfactorily. Perhaps the most characteristic and useful improvement is the hostel with single seated rooms, which makes the college mainly residential, nearly three-fourths of the students being resident. An imposing central college tower and a large college hall have been recently added. The two greatest needs of the college are at present an enlargement of the hostel and a Physics Laboratory. The college staff now consists of one Principal, one Vice-Principal, and ten Professors. The only increase of staff during the quinquennium was a Professor of Botany.

Examination results.

167. In 1912, 9 candidates were sent up for the B. A. Examination and 7 passed. Twenty-nine and 5 candidates were also sent up for the I. A. and I. Sc. Examinations respectively, of whom 25 and 4 passed.

The Metropolitan Institution, Calcutta.

Pupils, Expenditure, Results.

168. The college was a flourishing institution at one time, but it has unfortunately suffered from financial difficulties and other reverses. It was compelled to seek Government aid, which was readily given; special grants were also sanctioned from time to time. These, along with the large number of successes at the Matriculation Examination under the new University Regulations, contributed largely to bring about a better condition of affairs. The college grew by leaps and bounds. The number of scholars on the rolls rose from 461 in 1907 to 1,023 in 1912. The cost of the college increased from Rs. 14,960 during 1906-07 to Rs. 60,163 during 1911-12. The latter sum was derived from—Provincial revenues Rs. 7,831; fees Rs. 52,137; and other sources Rs. 195. During the quinquennium under review the college passed out 236 B. A's., 13 B. Sc.'s., 48 F. A's., 247 I. A's., and 141 I. Sc.'s.

Affiliation.

169. The college is affiliated under the new regulations up to the Intermediate examination in Arts and Science in English, Bengali Composition, Sanskrit, Pali, History, Logic, Mathematics, Physics and Chemistry; up to the B. A. examination in English (Pass and Honours), Bengali Composition, Sanskrit (Pass and Honours), Pali, History, Mental and Moral Philosophy, Political Philosophy and Political Economy, Mathematics (Pass and Honours), Physics and Chemistry; and up to the B. Sc. Examination in Mathematics (Pass and Honours), Physics and Chemistry. Lecture theatres for Physics and Chemistry were built; and 7 Professors, 4 Tutors, and 3 Demonstrators were added to the staff of the college. The Physical and Chemical Laboratories and the Library were developed by additions of instruments and books. The college authorities intend to extend the college, provide a common room, and to build a hostel.

The City College, Calcutta.

170. This institution was founded as a school in 1879. The aim of the institution from the beginning has been to impart education on a broader basis than is usually adopted, so that it should embrace not only intellectual training and proper enforcement of discipline, but also improvement of character and healthy development of the mind. The success of the institution, and the desire further to develop and carry out their ideas regarding education, led the Council to add a College Department. The college is affiliated up to the B A. standard in English (Pass and Honours), Vernacular Composition, Sanskrit (Pass and Honours), Persian (Pass), History (Pass), Political Economy and Political Philosophy (Pass), Philosophy (Pass and Honours), Mathematics (Pass and Honours), and Chemistry (Pass). It is affiliated up to the I. A. standard in English, Vernacular Composition, Sanskrit, French, Persian, History, Logic, Mathematics, Physics and Chemistry; and up to the I. Sc. standard in English, Vernacular Composition, Mathematics, Physics and Chemistry. It had 1,117 pupils on the rolls on 31st March 1912 against 375 pupils on the same date of 1907. The total cost of the college during 1911-12 was Rs. 46,382, while the total cost for 1906-07 was Rs. 22,181. The former amount was entirely met from fees. During the quinquennium the college passed out 138 F. A's, 290 I. A's., 138 I. Sc.'s., and 258 B. A's.

171. The College Council have added 6 Professors, 4 Tutors, and 3 Demonstrators to the staff of the college. They have further sanctioned, for the current session, the addition of 4 Tutors in English and 1 Tutor in Sanskrit. The School Department has been removed to a separate building, and two plots of land have been purchased for Rs. 14,000. Still greater changes are in contemplation: negotiations are in progress for the acquisition of a plot of land sufficient to accommodate the college and a hostel for 200 students, so that the present building may be entirely left to the school. The Report states that the Council is working with a view to carry out the idea of a residential college. Rupees 37,755 was spent during the quinquennium in effecting improvements in the laboratories. The library has been removed to two well-lighted rooms, and books to the value of Rs. 7,177 have been added.

Graduate and Undergraduate Scholarships.

172. There are five research scholarships of Rs. 100 a month tenable for three years. These are generally held at the Presidency College by students who have taken the M. A. or the M. Sc. degree of the Calcutta University and wish to carry on research in some branch of arts or science. Research Scholarships.

173. There are 11 endowed scholarships at the Presidency College—2 of Rs. 50, 4 of Rs. 40, 2 of Rs. 30 and 3 of Rs. 25 a month, tenable for one year by Bachelors either of Arts or Science. These are called Foundation Scholarships. In addition to these, there are three other Government graduate scholarships, and a Sanskrit College graduate scholarship of Rs. 30 a month. Endowed Scholarships at the Presidency College.

174. There are three Madrasa graduate scholarships of Rs. 20 a month tenable for one and a half years at any college in Bengal. There is also one Mohsin graduate scholarship of Rs. 25 a month tenable for one year. Endowed Scholarships for Muhammadan Graduates.

175. There is one scholarship of Rs. 25 a month tenable for one year by a student who has graduated from the Hooghly College, and one of Rs. 15 similarly tenable by a student who has graduated from the Patna College. Graduate Scholarships at Mufassal Colleges.

176. There are 109 junior scholarships allotted on the result of the University Matriculation Examination, tenable for two years— Junior Scholarships.

				Rs.	
7 of the first grade	...	...	...	20	a month.
33 of the second grade	...	...	...	15	do.
69 of the third grade	...	...	...	10	do.

177. There are 37 senior scholarships allotted on the result of the Intermediate Examination in Arts or Science— Senior Scholarships.

				Rs.	
7 of the first grade	...	...	...	25	a month.
30 of the second grade	...	...	...	20	do.

Special Junior Scholarships.

178. In addition to these scholarships, there are—

(a) Six special junior scholarships for Muhammadans of the value of Rs. 7 a month.

(b) Two special junior scholarships for aborigines of Rs. 8 a month.

(c) Three special junior scholarships, one of each grade, for females.

These are awarded on the result of the Matriculation Examination.

Special Senior Scholarships.

179. There are also—

(a) Eight special senior scholarships for Muhammadans, four of Rs. 10 and four of Rs. 7 a month.

(b) Two special senior scholarships for aborigines of the value of Rs. 20 a month.

(c) Two special senior scholarships for females, one of each grade.

These are awarded on the result of the Intermediate Examination.

180. Junior scholarships of the first grade are allotted to the seven candidates who obtain the highest aggregate marks at the Matriculation Examination. Scholarships of the second and third grades are allotted to the several Commissionerships in a fixed proportion. The Commissioner of each Division notifies the number of junior scholarships of the third grade to be awarded to each district, and this number of scholarships is allotted to the candidates who have appeared from the district in order of merit. Scholarships of the second grade are awarded to the best students of the Division without reference to districts. The senior scholarships are awarded in order of merit.

Restoration of the Junior and Senior Scholarships to their original number and value.

181. In 1905-06, the junior and senior scholarships for undergraduates were reduced in value, and 18 junior scholarships were taken away from the regular line and reserved for award at the final examination of the B and C classes. During the quinquennium under review, it is satisfactory to note that these scholarships were restored to their original number and value with effect from the 1st June 1907.

The Calcutta University scholarships, prizes, etc.

182. Besides the scholarships noted above, which are awarded by the Education Department, the University assigns many scholarships and prizes, of which the following are the most important:—

(1) Twelve post-graduate scholarships of the monthly value of Rs. 32 assigned on the results of the B.A. and B. Sc. examinations.

(2) Two Prem Chand Roychand studentships of the value of Rs. 1,400 annually,—one for proficiency in Arts and one for proficiency in Science subjects.

Board of Sanskrit Examinations.

183. The Board of Examiners for Sanskrit Examinations mentioned as proposed in the last Quinquennial Review has since been appointed. The Board now examines about 8,000 candidates annually, and as such it has attained the status of a University. There are 1,300 tols under its jurisdiction in Bengal and Assam. Its sphere of activity extends as far afield as Guzrat, from which province students are examined in Jain Philosophy, Literature, and Grammar. The variety of subjects included in its programme of examination is evidenced by the fact that 181 different sets of questions are prepared each year. The cost to Government of the Board is about Rs. 30,000 a year.

Sanskrit Tols in Bengal.

184. The business of the Board of Sanskrit Examinations is to examine candidates sent up to the Sanskrit Title Examinations from the Sanskrit College and the "recognized" tols, and to award stipends to meritorious teachers and pupils on the results. Besides the Government vedic class there are 535 tols in Bengal with 9,889 pupils; of these 49 are aided by Government. These are all "recognized," and are entitled to receive rewards for their teachers and pupils from Government. There are besides 322 unrecognized tols with 3,911 pupils. A "recognized" tol is classified as a "special school"—"miscellaneous;" an unrecognized tol is a private institution. Perhaps the most famous of the "recognized" tols are those of Navadwipa in Nadia and the Sanskrit

Colleges of Bhatpara and Mulajor in the 24-Parganas. The two Government Professors of Nyaya in Navadwipa have stipends of Rs 100 and Rs. 50 a month, and the Professor of Smriti draws a salary of Rs. 60 a month.

185. It has been suggested that as there is a special inspecting staff for Muhammadan maktabs, so a special staff should be appointed to inspect these Sanskrit tols. There is a machinery ready to hand for this purpose in the Board of Sanskrit Examinations, the members of which are all highly qualified persons, and powers to inspect the tols in their respective neighbourhoods might very usefully be given to them.

CHAPTER IV.

SECONDARY EDUCATION.

Definition and General Remarks.

Definition.

186. The upper primary standard (Standard IV) represents the limit of primary education, and the term secondary education means the teaching given in all the classes above the fourth standard. It includes the teaching of the two upper classes of middle schools and the six upper classes of high schools, and terminates with the Matriculation Examination.

Improvement of Middle Vernacular Schools.

187. In future middle vernacular schools are to be considered as forming the apex of primary education, and the Director has put forward a proposal to improve the pay of the teachers in middle vernacular schools as part of a general scheme for the improvement of primary education. If this is done, the examination which is held at the end of Standard VI will be properly called the "Primary" Examination. The change will of course necessitate a revision of the General Tables attached to Provincial Reports.

Committees of Management for Government High Schools.

188. In 1907-08 it was decided that the Committees of Management for Government Collegiate Schools attached to colleges should consist of the Commissioner of the Division President, the Principal or Lady Principal of the College Vice-President, the Divisional Inspector of Schools Member, and the Head Master or Head Mistress, Secretary. In the case of Government collegiate schools not attached to colleges, zilla or high schools the District Magistrate was to be President, the Inspector of Schools Vice-President, the Assistant Inspector was to be a Member, and the Head Master or Head Mistress Secretary.

Mr. Montague's Budget Speech.—

189. Mr. Montagu's Budget Speech of 1912 may be taken to show that the Government is alive to the necessity of improving secondary schools. He said that it was proposed to extend model schools where required to co-operate with private or aided schools. Only graduates would be eligible for employment as teachers with a graded series of salaries ranging from Rs. 40 to Rs. 400 per mensem. The curriculum would be equal to the modern side of English public schools, with manual training and science teaching. There would be an increased grant for properly managed schools, and it was hoped to provide suitable hostel accommodation.

University Inspection of High Schools.

190. The University of Calcutta has recognized the importance of the high schools in the scheme of reform of education as the feeders of the University. It has formed a list of high schools which alone are authorized to send up candidates to the University Matriculation Examination. By including high schools in this list or excluding them from it, the University enforces its rules for their proper management, and these rules are on the lines of those framed for colleges. High schools were at first inspected by officers nominated by the University, but now the University accepts the reports of the Divisional Inspectors as to whether the condition of these schools is satisfactory or otherwise. This question has been dealt with under Collegiate Education. As much reform as was possible under existing circumstances was thus effected, but it soon became evident that financial assistance from Government for the reform of secondary schools also was required. The question of placing secondary schools in Bengal and Eastern Bengal and Assam on a better footing by improvements in establishment, buildings, and equipment was considered by a joint conference of administrative and educational officers which sat

General Scheme for the improvement of Secondary Schools.

from December 1907 to March 1908. This committee recommended the acceptance of standard scales for staffing and contingent expenses of high, middle English and middle Vernacular schools respectively, differing again according as they were publicly or privately managed. In the case of privately managed schools it was proposed that Government should bear two-thirds of the additional cost. It was estimated that a capital expenditure of 12 lakhs on buildings would be necessary, and an annual expenditure of 16 lakhs; and an application was made to the Government of India for the funds. The Government of India approved the general outlines of the scheme, but did not agree that it should be financed entirely from Imperial revenues, and made suggestions to reduce the cost. The difficulty is to modify the scheme in such a way as not to interfere with either of its two essential points—

(*i*) That all secondary schools, including those under private management, should be simultaneously raised.

(*ii*) That the standard should not be so depressed as largely to nullify the reform intended.

Reconsideration showed that the annual expenditure might be reduced by Rs. 2,06,302, so that in round figures it would stand at 14 instead of 16 lakhs, without injuriously affecting the objects aimed at. The scheme has not progressed further than this at present.

School Final Examination

191. The next most important project affecting secondary education, which was considered during the quinquennium under review, was the establishment of a School Final Examination. The influence of the Matriculation Examination of the Calcutta University over the subjects of study in secondary schools has not been entirely beneficial. Government prescribes a curriculum which ends at Class IV, at a point four years distant from the termination of the secondary stage in the University Matriculation Examination. The influence of the latter now begins to assert itself, and the pupils' studies are regulated almost entirely by the requirements of the Matriculation, whether he is proceeding to the University or not. The Matriculation is in fact the School-leaving Examination for Bengal; and as its regulations were framed with a different object in view, viz. to test the capacity of candidates for admission to University studies, it has naturally enough failed to satisfy the conditions which should govern an examination intended to form an appropriate termination to a boy's school career. The supposed prejudicial effects of the Matriculation Examination on high school education have, however, been much exaggerated. It has been taxed with the heinous offence of "dominating" the curriculum of our high schools, and little or no attempt has been made to show whether the domination has been for good or evil. Examinations for which schools are expected to prepare their pupils must in fact always dominate the courses of study in these schools, nor will a mere change in the name of the examinations in any way affect this position. Considered merely as a School Final Examination, the defects of the Matriculation are (1) that its influence extends through too many classes of the school; (2) that the limited number of subjects prescribed for it deters the schools from offering a sufficient variety of courses; (3) that no provision is made for *vivâ voce* examinations or conversational tests. With regard to (1) it must in the first place be noted that the actual high school stage in India, being necessarily limited by the low age of admission to our Universities, *i.e.* 16, is very short compared with that in Western countries. Whatever be the final examination at the end of this stage, it must naturally determine the curriculum of the schools for the preceding two years, and only two years are thus left for courses of a more general character. It is difficult to see how, under present conditions in India, this defect can be remedied; but at any rate these two previous years should be utilized to the utmost in laying the groundwork of a good general education. It is here that the influence of the Matriculation Examination is harmful, as it leads to subjects which are not compulsory for that examination being excluded from those courses which should be common to all high school pupils up to at least the age of 14. In this way, owing to the vicious system encouraged in many schools of regulating the education of their pupils solely with a view to ultimate success in the Matriculation Examination, such subjects as Drawing, History other

than Indian, and Geography (except for those who take it up for the Matriculation) have largely fallen into neglect; while science has never been taken at all, except in the depreciated "B" and "C" classes. A similar result has followed in the two higher classes as well, from the comparative limitation of the subjects, compulsory or optional, prescribed for the Matriculation, and because the inducement to take up a subject which does not pay becomes still less at this stage, both to the managers and the pupils of a school.

192. The Simla Committee of 1901, with a view to remedying these defects and of providing an examination designed to test the value of a boy's school education, recommended that in addition to the Primary or Vernacular course there should be a Secondary or Anglo-Vernacular course terminating in a public examination, which was to be called the School Final Examination. In 1907-08 the Government of India ordered that the question of organizing this examination should be deferred till the strengthening of the inspecting staff was completed, and till the University, with experience of its enlarged obligations under the Universities Act, can be induced to look for some relief from the burden of conducting school examinations. A committee representative of the University, the Education Department, and the public was constituted under the orders of Government for the purpose of considering the courses of study for the four highest classes of high schools alternative to the Matriculation course, and for making other proposals with the object of preparing the way for the School Final Examination. This committee held its final meeting on 1st September 1908. It prepared a complete scheme of five alternative groups in which the School Final Examination could be passed. Owing chiefly to the deficiency and want of organization of the inspecting staff, it has up to the present not been found possible to create the necessary machinery for holding this examination.

193. In the meantime, the opinion has been steadily gaining ground that a mere school final examination affords no satisfactory solution of the problem. What is really wanted is the institution of a school leaving certificate, which will contain a record not only of one single examination but of the whole work of a boy during at least the last three years of his school career. It is only by some such agency that the domination of a School Final or of a Matriculation Examination over the work of our high schools can be avoided; but unfortunately it presupposes a co-operation between teachers and inspectors which is hardly possible so long as the bulk of the secondary schools in Bengal are so inefficiently staffed as they are at present. A system of this kind has, however, already been introduced in the Madras Presidency, where it is reported to be working with a fair amount of success, and an attempt might be made to secure its gradual introduction into at least the more efficient schools in Bengal. It is as yet too early to say whether the institution of a school-leaving certificate of this character for the Madras schools has not been premature; but it can at any rate be safely asserted that it would be impossible as a universal measure for Bengal until a radical change has been effected in the status of the teaching profession. This is in fact the point to which we always return when discussing measures for the improvement of secondary education. The great reform that is called for is the improvement of the pay and prospects of our secondary school teachers; all other problems are subsidiary and will, when the first step has been successfully taken, find a ready solution.

194. The Vernacular System of education which was introduced by Government Resolution No. 1, dated 1st January 1901, was considerably modified during the quinquennium under review. With Government Resolution No. 128 T.—G., dated 10th June 1907, a revised syllabus for the Infant Sections and Standards I and II was published, and it was ordered that it should come into operation from the beginning of 1910. With Government Resolution No. 109 T.—G., dated 20th April 1909, a revised syllabus for Standards III to VI was published, and it was ordered that it should come into full operation from the beginning of 1912. Under the Vernacular System the Vernacular was the medium of instruction in the infant stages and in all the six standards laid down, but English was allowed as a second language in high and middle schools in the classes which correspond to Standards VI to III of the vernacular System. The New Syllabuses.

Chief Differences between the New Syllabuses and the Vernacular System.

195. The chief differences between the new syllabuses and the Vernacular System are—

(*i*) English should be taught by the Direct Method for a longer period than formerly in all classes from VII B to V inclusive of a high school, or the first four classes of a middle school, which correspond to Standards III to VI of the Vernacular System.

(*ii*) The time required to pass through the infant stages was reduced from three to two years.

(*iii*) Books containing easy extracts from general literature were substituted for the Science Readers of the vernacular system. It was considered that children of the age for whom the lower primary course was intended were "incapable of learning science, for generalizing from facts belongs to a later stage of mental discipline, and instruction with this aim can only be given, if the power of intelligent and accurate observation has been first developed."

(*iv*) Teachers' Manuals, a Junior (for the teachers of the Infant Sections and Standards I and II) and a Senior (for the teachers of the higher standards), written by authors who were considered experts in teaching the subjects about which they wrote were prescribed.

(*v*) Separate books were prescribed for the higher standards in Nature Study, Hygiene and Geography. The first two subjects were taught in the Science Readers of the vernacular system. A Science Reader on natural phenomena was prescribed for Standards III and IV, and another on animal and plant life for Standards V and VI.

(*vi*) The new syllabus of studies for Standards V and VI has drawn a line of demarcation between middle English and middle Vernacular schools, and has prescribed separate courses for them.

Secondary Schools.

Number of Schools.

196. One thousand five hundred and twenty-eight secondary schools for Indian boys were returned for the year 1911-12. Of these, 1,170 were English and 358 Vernacular (not teaching English as a second language). In 1906-07 there were 1,441 secondary schools, of which 1,032 were English and 409 Vernacular. The quinquennium under review was marked by the establishment of 3 new high schools and 135 new middle English schools, and a loss of 51 middle Vernacular schools.

Number of English Schools for Boys per District in each Division of the Province.

197. The average number of English schools varies considerably in different parts of the Province. The Burdwan Division heads the list with an average of 75·2 English schools per district; next comes the Presidency Division (excluding Calcutta) with an average of 69·4; then Patna (including Tirhut) with an average of 13·7, or if the present Patna and Tirhut Divisions are separated, the averages are Patna 16·3 and Tirhut 11·8; then Bhagalpur with an average of 13·6; then Orissa (excluding the Tributary and Feudatory States) with an average of 13; and lastly Chota Nagpur with an average of 11·8: Calcutta has 66 English schools, and the Tributary States of Orissa, with which this Review deals, 18 such schools.

Average Strength of a High School, a Middle English School, and a Middle Vernacular School.

198. The following table represents the average strength of the various classes of secondary schools at the close of the four last quinquennia:—

Years.			High Schools.	Middle English Schools.	Middle Vernacular Schools.
1911-12	...	...	258	86	67
1906-07	...	...	201	69	60
1901-02	...	...	218	71	57
1896-97	...	...	210	72	61

Cost of an English School.

199. The average monthly cost of an English school during 1911-12 was Rs. 216·4 as against Rs. 188·2 in 1906-07. The average monthly cost of a high school during 1911-12 was Rs. 492·9 as against Rs. 383·8 in 1906-07;

while that of a middle English school was Rs. 76·6 in 1911-12 as against Rs. 69·4 in 1906-07. The increase in the cost of a high school is due to the improvements necessitated by the new University Regulations; the increase in the cost of middle English schools is to be accounted for by the orders of the Director of Public Instruction that the Head Master must be a man who has passed the I.A. or I. Sc. Examination, and that there must be a second English teacher, as mentioned in the Annual Report for 1907-08. This order is not uniformly carried out owing to want of funds.

Cost of a Middle Vernacular School.

200. The average cost of a middle Vernacular school in 1911-12 was Rs. 44 as against Rs. 45·09 in 1906-07.

English Schools for Boys according to Management.

201. Of the 1,170 English schools for boys returned at the end of the quinquennium under review, 118 were under public and 1,052 under private management. Of the 1,052 English schools under private management, 350 were high schools and 702 middle English schools. Of the 350 high schools, 194 were aided and 156 unaided. Five hundred and thirty-seven middle English schools are returned as aided, and 165 as unaided.

Howrah Zilla School taken again under Government Management.

202. The Government high schools have increased in number by 1 by the retransfer of the Howrah Zilla School to Departmental management. It is the present policy of Government to maintain one well-staffed and well-equipped high school under Government management as a model in each district. In pursuance of this policy, as there was no other Government high school in the Howrah district, the Howrah Zilla School, which had been formerly made over to a joint committee of the Municipality and District Board, was taken again under Government management.

Aided and Unaided Middle Vernacular Schools.

203. Of the 250 middle Vernacular schools under private management, 196 were aided and 54 were unaided.

Proportion of Unaided to Aided High Schools.

204. In 1911-12 aided high schools represented 55·4 per cent. of the total number of high schools; in 1906-07 this percentage was 52·55; in 1901-02 it was 53·14; and in 1896-97 it was 53·12. The percentage of aided high schools has thus increased by 2·28 in the last fifteen years, and that of unaided high schools has decreased by the same figure. The proportionate increase in unaided English schools observed in Mr. Nathan's Quinquennial Review, paragraph 323, has not therefore been maintained.

Statistics of Pupils.

Increase in the Number of Pupils in English Schools.

205. At the close of the quinquennium under review 1,68,396 pupils were returned as attending secondary English schools. This figure indicates an increase of 76,988 in the twenty years since 1891-92, and of 45,459 since the close of the last quinquennium. The distribution of these totals between high and middle English schools shows that the number of pupils attending high schools increased in the ten years which elapsed between 1891-92 and 1901-02 by 20,779; in the five years which elapsed between 1901-02 and 1906-07 it fell off by 37; but in the quinquennium under review there has been an increase of 2,306. The figures for middle English schools show an increase of 10,760 since 1891-92, an increase of 2,374 since 1901-02, and an increase of 22,348 since 1906-07. The figure quoted for pupils attending high schools in 1911-12 includes 27 girls, while that quoted for middle English schools for the same year includes 264 girls.

Decrease in the Number of Pupils in Middle Vernacular Schools.

206. The returns for 1911-12 show 24,152 pupils as attending middle Vernacular schools. During the last fifteen years, the number of pupils attending these schools has decreased by 11,489. One hundred and fifty six girls are returned as having attended middle Vernacular schools for boys during 1911-12. This waning popularity of middle Vernacular schools is much to be regretted, as the class of boys for whom a primary education is suitable should be encouraged in every way to carry their school work beyond the upper primary standard, which forms a very incomplete termination to a sound elementary education. Middle Vernacular schools are the recruiting ground for the Vernacular training schools, and as the demand for efficient Vernacular teachers and for other officers for whom a sound Vernacular education would be a sufficient preliminary qualification is likely to increase in the future, it is essential that the field of selection for these teachers should be as large as

possible. It is hoped to do something for these schools in the near future by increasing the number of scholarships tenable thereon, but the most effective way to increase their attractiveness will be to improve the prospects of their passed pupils. Assistance in the same direction can also be given by reviving the old public examination at the end of Standard VI, which experience seems to show was most unwisely abolished.

Change in the Classification of Middle Vernacular Schools.

207. Middle Vernacular schools are classed for the purpose of this report as secondary. Mr. Orange's Quinquennial Report for India (page 147), speaking of these schools, says—

"They belong rightly to the system of the Vernacular education of the masses, and they represent the highest point to which such education reaches."

It is on this ground that the Director has proposed that the pay of middle Vernacular teachers should be raised as part of a general scheme for the improvement of primary education, and they will be classed as primary school teachers for the future.

Number of Boys in the Secondary stage of Instruction in English Schools.

208. The number of pupils reading in English secondary schools for boys who were in the secondary stage of instruction amounted at the end of 1911-12 to 81,746. This figure may be further subdivided into 42,527 in the high stage and 39,219 in the middle stage. Out of every hundred boys studying in English secondary schools, 25 were studying in the high stage in 1911-12 as against 27 in 1906-07. If the figures are compared with the population statistics collected at the last census, it appears that 1 in every 50 boys of a school-going age was in the secondary stage of instruction in an English secondary school as against 1 in every 67 in 1906-07. At the end of 1911-12 the number of pupils in the secondary stage of vernacular schools was 3,460 as against 3,777 in 1906-07. If these figures are compared with the population statistics collected at the last census, it appears that 1 in every 1,190 boys of a school-going age was in the secondary stage of Vernacular instruction in 1911-12 as against 1 in every 1,074 in 1906-07. The figures for 1906-07 are however unavoidably vitiated by the fact that the comparison had to be made with the population of 1901, and the increase in the population during the intervening years was in consequence neglected. If the increase in population is allowed for, the proportion would have been less.

Expenditure.

General Statistics of Expenditure.

209. The total expenditure on secondary schools for boys amounted in 1911-12 to Rs. 32,28,026. This means an increase of Rs. 6,84,921 during the last five years, and of Rs. 9,80,708 during the last ten years. The amount returned as having been spent on high schools during 1911-12 was Rs. 23,24,349, which means an increase of Rs. 5,28,008 during the last five years, and of Rs. 7,84,198 during the last ten years. The figures of expenditure on middle English schools returned in 1911-12 show an increase of Rs. 1,80,104 since the close of the previous quinquennium. The amount spent on these institutions in 1911-12 is returned as Rs. 7,14,526.

The expenditure on middle Vernacular schools during 1911-12 was Rs. 1,89,151. This means a decrease of Rs. 23,191 since the end of the last quinquennium. As the result of a rough computation, out of the Rs. 32,28,026 returned as spent on secondary schools during 1911-12, Rs. 19,06,997 may be regarded as having been spent on secondary departments, and Rs. 13,21,029 as having been spent on primary departments.

Cost of educating Pupils in Secondary Schools.

210. During 1911-12 the annual cost of educating a pupil in the various classes of secondary schools with the corresponding figures for 1906-07 were as follow:—

	1911-12.	1906-07.
	Rs.	Rs.
In a high school	25·0	23·9
In a middle English school ...	11·0	14
In a middle Vernacular school ...	8·1	8·7

Statistics of Expenditure according to Sources.

211. The various sources from which the money spent on secondary education is obtained may be divided under two main heads of public and private funds. If our scrutiny is for the moment confined to this division, it may be observed that towards the present expenditure of Rs. 32,28,026

contributions from public funds amounted to Rs. 6,03,722 as against Rs. 26,24,304 from private funds. Contributions from public funds in 1906-07 amounted to Rs. 5,58,303 as against Rs. 19,84,802 spent from private funds; while in 1901-02 contributions from public funds amounted to Rs. 4,17,136 as against Rs. 18,27,793 spent from private funds. The proportion which contributions from public funds bore to the total expenditure was 18·7 per cent. in 1911-12; 21·95 per cent. in 1906-07; 18·58 per cent. in 1901-02; and 20·44 per cent. in 1896-97.

Expenditure from Public and Private Funds.

212. Public funds include Provincial revenues, District Board and Municipal funds, and the revenues of Native States. Private funds comprise fees and sums raised from "other sources", including subscriptions, endowments, the funds devoted by missionary societies to the up-keep of their schools, funds similarly employed by native societies and proprietors, and other miscellaneous sources of income. Contributions from Provincial revenues to high schools have increased by Rs. 1,30,431 in ten years; while the amount allotted from this source to middle English and middle Vernacular schools has increased during the same period by Rs. 18,951. On the other hand, contributions from District Board funds to middle English and middle Vernacular schools have increased during the last ten years by Rs. 19,163. About 64 per cent. of the total cost of secondary schools during 1911-12 was defrayed from fees; contributions from "other sources" accounted for 17·4 per cent. The Bhagalpur Divisional Report notes that the middle schools in the Darjeeling Terai passed through a crisis in 1910 owing to the discontinuance of the 1-anna cess for education taken from the Government Jotedars in the Terai; but matters re-assumed their normal aspect in 1911, when the cess was again sanctioned by the Government of India.

Grant-in-aid.

Rules revised in 1905.

213. According to the rules for grants-in-aid to schools for Indian pupils, which were revised in 1905, grants might be given to schools for special classes, and also to assist the building of hostels. It was laid down that teachers should be as far as possible trained; that only those should teach in English who had passed the oral examination in English idiom and pronunciation; and that the necessary records should be kept. Information was required as to the race and creed of the children attending the school; the names and social standing of the members of the committee of management and a statement of the classes each member represents; the qualifications of the teachers; the nature and size of the school-house and the nature of its surroundings; the sanitary arrangements and the provision made for keeping the rooms and compound clean.

Grants-in-aid, 1911-12.

214. The total contributions from Provincial revenues in grants-in-aid to secondary schools for boys amounted during 1911-12 to Rs. 1,49,917. Of this the amount paid to high schools was Rs. 1,06,706.

The contributions from District and Municipal funds amounted during the year to Rs. 1,09,837 and Rs. 19,398 respectively, but the amounts received by high schools from these sources amounted only to Rs. 1,925 and Rs. 10,673 respectively.

Scholarships.

General Scheme of Scholarships.

215. The public scholarships, which are connected with general education as distinct from special instruction, are intended to form a ladder leading from the lowest stage of primary education up to either University education or technical and professional training. The stages in the educational system at which scholarships are awarded are—

(*i*) At the end of the lower primary stage (Standard II).
(*ii*) At the end of the upper primary stage (Standard IV).
(*iii*) At the end of the middle stage (Standard VI).
(*iv*) At the end of the secondary stage (University Matriculation Examination).
(*v*) After the University Intermediate Examination.
(*vi*) After the University B.A. or B. Sc. Examination.

216. The scholarships awarded at the end of the last three stages have been described in the chapter on Collegiate Education, and those at the end of the first stage will be described under "Primary Education."

Upper Primary Scholarships.

Middle scholarships.

217. There are 315 upper primary scholarships of the value of Rs. 3 a month, tenable for two years in middle or high schools. There are also 225 middle scholarships of the value of Rs. 4 a month (raised during the quinquennium to Rs. 5 a month), tenable for three years in a high school or two years in institutions for professional or technical training.

Award of Scholarships.

218. Upper primary scholarships are distributed by subdivisions, and are open to pupils attending—

(1) Upper primary schools.
(2) The third class of middle schools.
(3) The seventh class, section A, of high schools on a vernacular basis.

There may not be more than two candidates nominated from each school, and the total number may not exceed more than four times the number of scholarships allotted to the subdivision.

Middle scholarships are distributed by districts, and are open to pupils attending middle schools and the fifth classes of high schools on a vernacular basis. The total number of candidates may not exceed more than four times the number of scholarships allotted to the district, and there may not be more than two boys nominated from the same school.

In the selection of candidates, considerations of poverty and conduct are taken into account, and a certain proportion of the scholarships available are reserved for Muhammadans, females, aborigines, and the children of backward races. The nominees then compete among themselves. The system is thus one of limited competition among nominees. It has been objected to, on the ground that teachers spend all their care on bright boys likely to be selected as candidates for the scholarship examination, and neglect the others. It is also said that when the lists are made up, if they exceed the number of candidates to be nominated they are hurriedly cut down, and the names of deserving boys are often omitted. High schools were allowed to present candidates for upper primary and middle scholarships in return for constituting themselves on a vernacular basis. This privilege is sometimes said to be unfair, because the teachers of high schools are more efficient than those of middle schools. In the Patna Divisional Report for 1908-09, it is pointed out that high school candidates took 7 out of 24 middle scholarships. As an answer to this the Annual Report of 1909-10 points out that middle schools took 8 out of 23 upper primary scholarships against 1 only awarded to a high school boy.

General Remarks on Scholarships.

219. In the Report for 1909-10, the Director makes the following general remarks:—

"As the new curricula for middle English and middle Vernacular schools differ more widely than before, and as English is to be an optional subject even at the upper primary examination, the present rules for the award of scholarships and their distribution among the several classes of schools will soon have to be completely recast. Connected with this again is the question of the inadequacy of the present scholarships in number, value, and period of tenure as a means of effectively helping poor boys. In respect of lower primary scholarships specially is the numerical insufficiency most keenly felt, there being so many classes—such as girls, Muhammadans, aborigines, and backward Hindus—for whom special provision is necessary."

The principal objections taken to the present system are—

(1) Want of continuity. If a boy gains a lower, then an upper primary scholarship, and finally a middle scholarship, this will take him to the third class of a high English school if the scholarship be a middle Vernacular, and to the first class if it be a middle English. After that, he has only his free tuition to depend on till he passes the Matriculation Examination.
(2) The value of the scholarship is too small to maintain a boy at school without being supplemented by the parents, who are often too poor to do this.

Amount spent on Scholarships.

220. During the year 1911-12, a sum of Rs. 63,836 was spent on scholarships held in secondary schools as against Rs. 63,153 in 1906-07 The former amount was made up of Rs. 62,563 from public and Rs. 1,273 from private sources.

221. There has been no change in the rules for free studentships, for grants from the Mohsin Fund towards the fees of Muhammadan pupils, and in those authorizing the education of sons of Departmental officers on low rates of pay either free or at diminished rates of fees. Free Studentships and Mohsin Grants.

222. In the high schools of Chota Nagpur the children of aborigines are allowed to read at half rates. In the middle and primary schools in Singhbhum, Ho boys read free. The privilege of reading free is allowed to Sonthals in the Dumka Zilla School. Aborigines read free in High and Middle Schools.

Examinations.

223. The lower primary, upper primary, and middle examinations were held for the last time in 1903, and the primary examination at the end of the middle stage of instruction (Standard VI) was substituted for them. At first no certificates were issued; in 1905 the issue of certificates signed by the Inspectors of Schools was revived. The Primary is a departmental examination conducted by the school teachers and other private gentlemen; it is held *in situ*, and only pupils who are finishing their school education at this point enter for it. The large number of candidates appearing would lead to the conjecture that this rule was not observed. The percentage of passes is suspiciously large. In 1907-08 the percentage of passes was 75·3 per cent. for the whole Province. In 1908-09 it was 89·5 in Patna and nowhere less than 68·8 (Chota Nagpur): the average for the Province was 76·2 per cent. In 1909-10 it was 78 per cent. Primary Examination.

224. The primary examination is objected to on grounds which were thus quoted in the Annual Report for 1907-08:— Objections to the Primary Examination.

"Private examinations *in situ* postulate a high sense of duty and honour on the part of the teachers, a variety in the choice of subjects by the students, and the application of a fairly uniform test; none of which are in evidence to the extent they should be. At present there are almost as many standards as examining officers".

The Report proceeds—

"The abolition of the old middle scholarship examination, which was due to the general reaction against the practice of over-examination formerly prevailing, was no doubt premature in Bengal, and should have been deferred till schools were more fitted to be trusted with the conduct of an *in situ* examination, and till the controlling staff had been sufficiently strengthened".

225. The Annual Report for 1910-11 remarks— Old Middle School Examination to be restored.

"It has been decided that endeavours should be made to restore the old middle school examination, and the Directors of Public Instruction in other Provinces have been written to regarding the practice prevailing in their jurisdictions".

It was intended that the Secondary or Anglo-Vernacular course should also terminate in a public examination to be called the School Final Examination; but this has not yet been arranged for in Bengal, so there is no other public examination between the Primary and the University Matriculation Examination.

226. These figures give the statistics for the Matriculation Examination of schools under the jurisdiction of the Director of Public Instruction. They differ from the University figures, in that the latter include candidates from Cooch Behar and from centres in Bengal, irrespective of the schools from which they come. University Matriculation Statistics.

Year.	Number of candidates.	Number who passed.	Percentage of success.	Percentage of passes in the First Division to the total number of passes.
1907-08 ...	3,842	2,292	59·6	12·3
1908-09 ...	5,689	3,500	61·5	28·9
1909-10 ...	3,828	2,634	68·8	34·7
1910-11 ...	3,754	2,652	70·6	39·8
1911-12 ...	5,312	3,371	63·4	50·9

In reviewing these figures, it will be seen that the percentage of passes has varied during the quinquennium under review between a minimum of 59·6 and a maximum of 70·6. In the last years of the last two quinquennia, the percentage of passes was 55·2 and 48·3 respectively. In the year 1909-10 the first Matriculation Examination was held under the new regulations, and even since then the percentage of passes has varied by 7·2. The percentage of passes (70·6) in 1910-11 was unusually high. On these figures, it can scarcely been contended that due uniformity of standard has been secured. The most startling peculiarity of the figures lies in the percentage of passes in the First Division to the total number of passes. It will be seen that, with the single exception of 1907-08, this percentage has been steadily increasing. It has culminated in the present year, when 50·9 per cent., or more than half the candidates, passed in the First Division. If we compare these results with those of the last years of the last two quinquennia, we get corresponding percentages for 1906-07 of 16·2 and for 1901-02 of 27·6. In 1905-06 the percentage falls as low as 9·4.

The Matriculation Examination criticised.

227. Mr. Preston in the Patna Division Annual Report for 1910-11 remarks—

"The success of candidates in any examination that is well conducted is on the descending scale,—the smallest in the First, greater in the Second, and largest in the Third; and such was the case with the old Entrance Examination. But with the Matriculation Examination the order of success is just the reverse. In 1910, 1,902 passed in the First, 820 in the Second, and 111 in the Third Divisions. In the present year the figures are in order 2,518, 1,610, and 213."

For completeness I give the figures for 1912, which are 2,196 in the First, 2,387 in the Second, and 395 in the Third Divisions. These figures relate to the students from the whole area under the jurisdiction of the Calcutta University.

The quotation proceeds—

"If the Matriculation Examination is a surer test of ability and intelligence than the old Entrance Examination, such an inversion of the natural order of success is inexplicable. I invite attention to this feature of the Matriculation Examination, for I am painfully conscious of the tendency of the quality of teaching in our high schools to deteriorate under such an unhealthy influence. The questions set at the last two examinations, in English particularly, were such as an average boy of the third class could have fairly secured pass marks in. If there were some assurance that the candidates had really intelligently gone through even a fair proportion of the formidable number of books recommended to them, the easy nature of the questions set in English would not matter, for real knowledge of English is better tested by the extent of one's reading than by the chance result of any examination, however skilfully devised. But the questions set have been such that any boy who has been properly taught up to the third class of a high English school could pass in them (of course not in the First Division), without having read a single book of those recommended to him, and the result is that students in the first two classes have ceased to work hard in order to add to their knowledge of the subject."

228. It is curious that there is no reference to these unusual figures in the reports of the Syndicate. The vital question is—Can we account for the large increase of those who pass in the first class by improved teaching, or must we conclude that the examination is easier to pass than it was under the old regulations? The consensus of opinion is in favour of the latter alternative. The reasons given are—

(1) The standard in Compulsory Mathematics has been lowered.

(2) The paper in Vernacular Composition carries 100 instead of 40 marks under the old regulations. The Vernacular is a compulsory subject, and is much easier to pass in, than History and Geography under the old regulations.

(3) Out of the 700 marks, 300 are allotted to Indian classical and vernacular languages In these subjects, candidates of only average merit can secure at least 50 per cent. of the marks, and the higher marks, which can be thus gained, make it easier for such candidates to pass in higher divisions than candidates of equal intellectual calibre who appeared under the old regulations.

(4) Formerly under History were included six subjects: History of India, History of England, Citizen of India, General and Physical Geography, and a

Science Primer. Now History and Geography have been made two distinct subjects, and History is limited to Indian History only. Answers in History can also be written in the candidate's own Vernacular instead of in English. History and Geography are no longer compulsory subjects.

(5) The operation of the rule that the minimum passing marks in English, which were formerly 33 per cent., should be raised to 40 per cent. is more or less nullified by the rule that allows a candidate to pass who has failed in one subject only by not more than 5 per cent. of the full marks in that subject, provided that First Division marks are gained in the aggregate of all his other papers

(6) The provision of alternative questions makes the paper easier to answer than under the old system. The questions are not equally difficult, but they are all marked on the same scale, and the candidate has a larger choice of questions to answer. A greater percentage of marks is consequently gained.

(7) It may be said that the more general type of the English questions, and the difficulty of acquiring the habit of paraphrasing, summarizing, and expressing the substance of unseen passages in tolerably correct English, more than make up for any greater facilities that the new regulations in the Classical and Vernacular languages and Mathematics afford, and that the general standard of the examination *as a whole* is higher than it was before. This is a matter of opinion. It may be, however, pointed out that the rule insisting on a minimum mark in English is not operative, if the candidate has done fairly well in other subjects.

229. The following changes are urgently called for:— **Changes called for.**

(1) A substantial raising of the minimum pass marks in English or of the standard of the papers set.

(2) Raising of the numerical standard of marks required to pass in the First and Second Divisions. Experience has proved that for a pass in the First Division it is not enough to require that a candidate should secure 50 per cent. of the full marks. The distinction of a pass in the First Division, shared with the present large number who now secure it, is comparatively valueless as a criterion of a student's intellectual capabilities.

230. An inquiry into the working of the University Regulations is about to take place, and it is to be hoped that these points will be taken into consideration.

Teachers.

231. One of the suggestions of the Government of India in their letter of October 1906 was that in each Division there should be a high school under a Head Master of the Indian Educational Service. In April 1908 Mr. L. Tipping was appointed Head Master of the Ranchi Zilla School. The Director considers the experiment to have amply justified itself. He compares the Matriculation results in 1907 and 1909 respectively:— **Members of the Indian Educational Service as Head Masters of Zilla Schools.**

Year.	Number in class.	Number sent up.	Passes in Divisions—		
			I	II	III
1907 ...	27	12	1	4	3
1909 ...	14	14	7	6	1

He goes further, and says a higher and scholastically more advanced type of school is wanted, and the Ranchi Zilla School might well be developed into a collegiate school of the new type with intermediate classes. In 1906 07 there were 8,647 teachers in secondary schools, thus averaging 1 teacher for every 17 pupils, and 6 teachers to a school. Of these, 1,577 were returned as "trained," 5,710 as possessing "other qualifications," and 1,360 as possessing no special qualifications. "Other qualifications" may mean the passing of the Sanskrit and the Arabic Title Examinations, the English Teachers' Certificates, or that the officer concerned has been attached for a few months

to the training class which formerly existed at the Victoria Boys' School at Kurseong. In no case do "other qualifications" connote any special fitness for the teaching profession. The corresponding "Training Return" for 1911-12 includes 1,987 trained teachers, 6,658 teachers with "other qualifications," and 1,299 teachers with no special qualifications. There are 43 B.T's. and 20 L.T's. at present employed. It is too early for the training colleges to exert their full influence in improving the teaching of the schools.

Teachers' Salaries.

232. The adequacy of the remuneration of the teaching staff was one of the points on which full information was required from high schools by the University, and improvement in the salaries of teachers has been insisted on before including the school in the list of those authorized to send up candidates to the Matriculation Examination. The average salary of an assistant master in a Government high school was given in the last Quinquennial Review as Rs. 40·8 per month, and in a private high school Rs. 23·2. The corresponding figures for the quinquennium under review are Rs. 51·3 and Rs. 30·4 respectiveyl.

Buildings and Equipment.

Buildings, equipment and Libraries.

233. Buildings and equipment and school libraries in high English schools have been materially improved as the result of University inspection. The necessary books of reference have been included in the libraries, as well as a certain number of books calculated to promote a general taste for English reading among the boys. The records of the libraries show that the custom of general English reading is gradually extending.

Desirability of improvement of Middle English and Middle Vernacular Schools.

234. The middle English and middle Vernacular schools urgently require improvement in these respects, and the matter will receive attention when something is settled about the general scheme for the improvement of secondary education which has been alluded to above.

Circle Schools.

Proposed abolition.

235. There are 46 Circle Fund middle Vernacular schools in the Presidency and Burdwan Divisions returned as aided schools. These schools are under head teachers who are pensionable servants of the Department, and are each in charge of a "circle", or two or three schools within convenient distance of each other, which they visit by turn once or twice a week for the purpose of teaching as well as assisting the gurus or second teachers. This system was originally proposed as a cheap way of starting additional middle Vernacular schools. Circle schools are not Departmental schools, as the Department is not responsible for any expenditure except the pay of Circle Head Pandits and Teachers; nor are they aided schools in the strict sense of the term, as no fixed contribution is required from the villages in which they are located. The circle system is a survival which has outlived its usefulness, and its abolition is proposed.

Divisional Inspectors' Remarks.

Secondary Education.

236. The Tirhut Divisional Report has the following general criticism of secondary education:—

"As regards the quality of high education, there has been a distinct improvement since the revision of the syllabus for the lower classes of these schools, but it is not yet what it has been before the introduction of the new scheme of vernacular education. The bringing of the course of studies in high schools into line with the course of studies in middle and primary schools in the corresponding classes has been a fruitful source of complications in and inefficiency of, high schools. In my opinion each class of school—primary, middle, and high—should be complete in itself; none should be subordinated to the other, much less dominated by a single aim."

No reasons for or proofs of these assertions are given.

Relation between Inspectors of Schools and the University.

237. Mr. MacLean, Inspector of Schools, Orissa, writes on this point:—

"The Inspectors have no means of influencing either the Matriculation Examination or the University curriculum. It seems only fair that the officer, in whose hands the administration of education has been placed, should be admitted by the University to its

counsels on such important matters as examinations and curricula. If to secure this end representation on the University Senate and Boards of Studies is necessary, that privilege should be conceded. In the matter of secondary education, the Inspectorate and the University should co-operate if the best results are to be obtained."

In this connection, it might not be impossible to make Divisional Inspectors of Schools in Bengal *ex-officio* Fellows of the Calcutta University.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Scope.

Scope of Chapter.

238. The scope of this Chapter is—

(1) Primary schools for Indian boys and the pupils in them.

(2) Pupils in the primary stage of instruction in secondary schools for Indian boys.

Primary Schools.

Primary Schools and Pupils.

239. At the end of 1911-12, there were 36,334 primary schools for boys attended by 10,45,626 boys and 78,883 girls. These statistics include 2 Europeans reading in primary schools for Indian boys. During the quinquennium under review there has been an increase of 2,380 institutions and 1,71,054 pupils. In the Annual Report for 1907-08 the Director noticed that the statistics of primary schools were obscured for purposes of comparison by the inclusion of the figures for the six Feudatory States of Orissa, which found no place in the returns for 1906-07. He stated that confusion had also taken place owing to an unspecified number of maktabs having been taken in 1907-08 out of their previous classification as primary schools, and their inclusion under the head of Schools for Special Instruction. The increase in the number of upper primary schools in 1907-08 from 2,908 to 3,089 was exactly balanced by the decrease in the number of lower primary schools from 31,046 to 30,865. The net result was that the number of primary schools in 1907-08 remained 33,954, the same as in 1906-07. Even taking into account the addition of 165 schools from the Feudatory States of Orissa, the decrease in the number of lower primary schools is more than accounted for by the change in the classification of maktabs above referred to. This stationary condition of the number of lower primary schools was accompanied by an increase in the number of pupils from 9,53,455 to 9,83,254. The statistics for the next four years show a steady increase both in the number of schools and pupils—

Year.	Number of Schools.	Pupils.
1908-09	34,472	10,31,563
1909-10	35,190	10,58,308
1910-11	35,423	10,64,670
1911-12	36,334	11,24,509

Dependence on good or bad agricultural years.

The Annual Report for 1909-10 remarks—

"A good year brings such schools into existence by hundreds; a bad year sweeps them out of existence: but the desire is there, and given the requisite amount of support, mass education is sure to spread rapidly."

Number of Towns and Villages served by a School.

240. Taking the number of towns and villages in the Province as it stood on 31st March 1912, it is calculated that at the end of 1911-12 the number of towns and villages served by one primary school was 3·8, against 4·4 at the end of the previous quinquennium and 4·7 in 1901-02. Each primary school thus served an area of 3·6 square miles. This figure was 4 square miles at the end of 1906-07.

Strength of a Primary School.

241. The average number of pupils in a primary school for Indian boys was, in 1911-12, 30·9. This figure has been steadily rising during the last twenty years. In 1891-92 it was 22·6; in 1896-97, 24·7; in 1901-02, 25·6; in 1906-07, 28.

Cost of a Primary School.

242. Taking all kinds of primary schools into consideration, it appears that, during 1911-12, the average monthly cost of a primary school was Rs. 6·8, as against Rs. 6·2 in 1906-07; Rs. 5·4 in 1901-02; Rs. 4·9 in 1896-97; and Rs. 4·5 in 1891-92. The cost varies considerably according to management. Thus during 1911-12, the average monthly cost of a primary school under Government management was Rs. 38·07; while that of a primary school under District or Municipal Board management was Rs. 18·4, and that of a primary school under the management of a Native State was Rs. 7·05. As regards institutions under private management, the average monthly cost of an aided primary school was Rs. 7·5, while that of an unaided primary school was Rs. 3·9.

Cost of educating a Pupil in a Primary School.

243. The average annual cost of educating a pupil in a primary school was in 1911-12 Rs. 2·8 as against Rs. 2·7 in 1906-07, Rs. 2·5 in 1901-02, Rs. 2·3 in 1896-97, and Rs. 2·4 in 1891-92. The average annual cost of educating a pupil in an upper primary school during 1911-12 was Rs. 4, whilst the cost of educating a pupil in a lower primary school was Rs. 2·4.

Gifts in Kind and Presents in Money made to Gurus.

244. These sums do not represent the total cost of primary instruction, as they do not include the value of the gifts in kind and presents in money the schoolmaster sometimes receives. The Chota Nagpur Divisional Report says—

"It is worthy of note that a considerable portion of a guru's income is derived from payments in kind made by the boys. In certain villages, though their number is very small, the arrangement for the supply of the teacher's daily rations is very complete and satisfactory. Every family undertakes to bring in to him a full supply of his daily necessaries including salt, oil, tobacco, and fuel on certain specified days of the week or month; and the whole week or month is so minutely mapped out in this way, that the teacher has no anxiety on this score. Again, on the occasion of marriages or festivals in the village, the guru must have his suit of clothing accompanied also by money presents."

There is no doubt that this custom is more or less prevalent all over Bengal, but the "sidhas" vary so much that it is impossible to make any estimate of their money value. The Orissa Divisional Report estimates it at annas 4 a month. The gurus themselves keep no reliable account of them. It is certain that they tend to fall off the more the guru receives from public funds.

Upper and Lower Primary Schools.

245. Of the 36,334 primary schools for boys returned as existing at the end of 1911-12, 3,396 are upper primary and 32,938 lower primary. Comparing these figures with those returned for the four previous quinquennia, it is noticeable that the number of upper primary schools has increased by 488 during the quinquennium under review, and by 1,136 during the last twenty years; lower primary schools have increased in number by 1,892 during the quinquennium, and there are about 1,500 more than there were twenty years ago. The very important question with reference to primary schools,—whether it is better to aim at quantity or quality,—will be discussed later on in the chapter.

The vast majority of primary schools are under private management, the percentage of schools under public management being at the end of 1911-12, 1·9 per cent. as against 1·7 per cent. at the end of 1906-07. At the end of 1911-12, 11,00,337 children were receiving instruction in privately managed institutions, whilst publicly managed schools were teaching 24,172 children.

Primary Schools Survey.

246. Following the precedents of Bombay, Madras, and Eastern Bengal and Assam, a Deputy Inspector of Schools might be usefully deputed for a year in each district to fix the position of primary schools on a uniform plan.

Pupils in the Primary Stage of Instruction in Primary and Secondary Schools for Boys.

Pupils in Primary Stages.

247. The total number of pupils in the primary stages of instruction in primary and secondary schools for Indian boys was at the close of the quinquennium under review 12,31,824. Of this number, 11,24,482 were reading in

primary schools and 1,07,342 in the primary Stage of secondary schools. The total number of pupils in the primary stages shows an increase for the quinquennium under review of 1,95,481, and an increase for the last twenty years of about 4 lakhs. The proportion of pupils in the upper primary stage has decreased during the last five years, and shows no advance during the last fifteen years. It is probable that a greater proportion of the parents, whose children attend primary schools, would be willing to keep them at school during the upper primary stage, if, at the end of it, a leaving certificate was awarded. The abolition of the lower and upper primary standard examinations, though probably justifiable on general grounds, has withdrawn a distinct stimulus, and the desirability of at least issuing leaving certificates for the standards has been suggested. Lower primary schools still remain in a considerable majority; but it is noticeable that the increase of pupils in upper primary schools during the quinquennium under review, was proportionately greater than the increase of pupils in the lower primary schools. A little over 34 per cent. of the total number of pupils in the primary stage of instruction in 1911-12 was returned as not reading printed books, against 36 per cent. in 1906-07, 27·4 per cent. in 1901-02, and 34 per cent. in 1891-92. It is disappointing that the percentage of those, who have not yet reached this small minimum of attainment, should still be so high.

Proportion of Boys under Primary Instruction to the Total Number of School-going Age.

248. It is estimated that at the end of 1911-12, 254 boys were undergoing primary instruction out of every thousand of the male population of a school-going age, against 244 in 1906-07. In arriving, however, at these figures, the proportion of 15 per cent. of the male population has, in accordance with the orders of the Government of India, been taken as representing the number of boys of school-going age. These orders would appear to require revision, as a reference to the actual census figures for Bengal would seem to show that the actual proportion for boys from 5 to 15 years of age is very nearly 30 per cent.

Finance.

Expenditure on Primary Schools.

249. The expenditure on primary schools shows a steady increase all through the quinquennium. The figures are—

	Rs.
1906-07	25,50,768
1907-08	27,57,664
1908-09	28,23,782
1909-10	28,83,533
1910-11	29,34,308
1911-12	29,90,671

The increase during the quinquennium amounts to Rs. 4,39,903. The increase between—

	Rs.
1891-92 and 1896-97 was nearly	2,00,000
1896-97 and 1901-02 ...	78,000
1901-02 and 1906-07 over ...	4,50,000

The rate of increase during the quinquennium 1901-02 to 1906-07 has hardly been maintained during the past five years.

In the quinquennium under review the greatest increase from year to year was that between 1906-07 and 1907-08, which amounted to Rs. 2,06,896. This increase was made up as follows: an increase of Rs. 21,446 in the expenditure from Native States, owing to the inclusion of educational expenditure in the Feudatory States of Orissa; an increase of Rs. 12,494 in the expenditure from Provincial revenues on practising schools connected with the guru-training schools; and an increase of Rs. 1,94,324 in the expenditure from private sources. With reference to this last item, the Annual Report for 1907-08 remarks—

"Owing to the proposal to abolish fees in primary schools, the gurus stated the payments received by them in fees and kind at a higher figure than usual, in order to strengthen their claims for compensation. The best example is furnished by the returns for the aided and unaided schools of the Orissa Division, where although the number of these schools has decreased by 150, and there has also been a decrease in the number of scholars, the returns of fees showed an increase of Rs. 46,487."

This confirms what is said in paragraph 275 of the last Quinquennial Review about the figures returned for "expenditure from private sources" being unreliable.

Expenditure according to Sources.

250. Money for primary schools is derived either from public or private funds. Public funds include Provincial revenues, District Board and Municipal funds, and the revenues of Native States. Private funds include fees and receipts from "other sources".

Expenditure from Public Sources.

251. Towards the total expenditure of Rs. 29,90,671 returned for 1911-12, public funds contributed Rs. 9,08,585, or 30·4 per cent., against Rs. 8,94,749, or 35·1 per cent., in 1906-07. In 1891-92 the percentage which public funds bore to the total expenditure was 23·6; in 1896-97 it was 25·7; in 1901-02 it was 25·6: so that, whereas the rise in the proportion paid from public funds during the last twenty years amounts to 6·8, there has been a falling off in the proportion during the quinquennium under review of 4·7, though there has been an actual increase of expenditure by Rs. 13,836.

Expenditure from Provincial Revenues and District Board Funds.

252. The contribution from Provincial revenues towards the total expenditure from public funds during 1911-12 was Rs. 2,24,660, or 24·6 per cent. The percentage which this contribution bore to the total contribution from public funds was in 1891-92, 27·9; in 1901-02 it was 16·2; in 1906-07 it was 17·7. In the last decade the percentage has increased by 8·4 per cent., but it is still 3·3 per cent. less than the proportion which it bore twenty years ago. The Government contribution referred to above is, however, not the only contribution for primary schools from Provincial revenues. Government also aids primary schools through the agency of District Boards. In the last year of the quinquennium under review, Government gave over Rs. 5,92,725 to District Boards for the spread of primary education, which has been shown in the statistics as expenditure from District Funds. On the other hand, the proportion which the contributions by District Boards bore in 1891-92 to the total expenditure from public funds was 68·5 per cent. Fifteen years afterwards in 1906-07 it was 72·8, and in 1911-12 it was 64·2 per cent. The District Board expenditure during 1911-12 was less by Rs. 68,289 than the contribution in 1906-07. These figures would seem to show that the proportions in which the District Boards and the Government bear the expenditure on primary schools have been reversed since the last Quinquennial Review, and that the District Board funds intended for the support of primary schools are growing inadequate for the purpose.

Expenditure from the Funds of Municipalities and Native States.

253. The amount received from Municipal Funds and the revenues of Native States have risen during the quinquennium by Rs. 221 and Rs. 15,801 respectively; the contributions from Municipal Funds being in 1906-07 Rs. 63,338, and in 1901-02 Rs. 46,511; and from the revenues of Native States in 1906-07 Rs. 20,902 and in 1901-02 Rs. 11,557. The increase in municipal expenditure is obviously quite inadequate.

Expenditure from Private Sources.

254. Towards the total amount of Rs. 29,90,671 spent on primary schools during 1911-12, private sources contributed Rs. 20,82,086 or 69·7 per cent. The proportion borne by private sources was in 1891-92, 76·4; in 1896-97, 74·2; in 1901-02, 74·3; in 1906-07, 64·9. In the quinquennium under review, private sources bore a larger percentage of the charges of primary education, by 4·8 per cent., than they did in 1906-07. This indicates that the tendency to impose a larger proportion of the cost of primary schools on public revenues has been at least temporarily arrested.

Fees.

255. If we compare the amounts returned as fees with the total amounts returned as spent, the amount returned as realized from fees during 1911-12 was Rs. 16,71,836, representing 55·09 per cent. of the total expenditure, as against Rs. 13,42,847 in 1906-07, representing 52·6 per cent. of the total. The percentage which the contribution from fees bore to the total expenditure in 1891-92 was 62·9; in 1896-97 it was 60·6; in 1901-02 it was 60·3. The decline of the proportion of the cost of primary schools borne by fees continued up to 1906-07; but it also has been temporarily arrested, and the proportion in 1911-12 is now 2·49 per cent. more than it was in 1906-07.

The amount, however, returned, as having been paid in fees to primary schools, does not represent the total burden, which the persons who use the primary schools have to bear. The presents in kind made to the gurus should be included in estimating this.

256. These conclusions as to the temporary arrest of the tendency to impose on the public funds a larger proportion of the cost of primary schools, and as to the larger proportion of the cost of primary schools borne by the persons who use them, are only true if we can trust the figures as they stand. The statement of Mr. Stark, then Divisional Inspector of Schools, Chota Nagpur, quoted in paragraph 274 of the last Quinquennial Review, that the expenditure from private sources "generally fluctuated, according to the whims of the primary schoolmasters, who sometimes included, and sometimes excluded, the money value of the payments they received in kind in their returns," would go to show that the returns are not trustworthy. The quotation from the Annual Report for 1907-08 given above, as to returns of fees, confirms the opinion of the untrustworthiness of the figures returned under "expenditure from private sources." Though the untrustworthiness of the returns prevents us from saying by what definite numerical percentage the public funds have been relieved of the charges for primary schools, we may safely affirm that the tendency noted by Mr. Hornell in the last Quinquennial Review to tax the public revenues with an increasing proportion of the cost of primary education was more than checked during the past quinquennium. The contraction of proportionate expenditure on primary education from public funds is anything but satisfactory.

Tendency to impose increasing burden on the Public Funds for the support of Primary Education temporarily arrested.

257. A sum of Rs. 4,10,250 is returned as having been contributed from "other sources" during 1911-12. This represents 19·6 per cent. of the total contributed from private sources. In 1891-92 the percentage was 17·7; in 1896-97 it was 18·4; in 1901-02 it was 18·8; and in 1906-07 it was 18·9; so that during the last twenty years the proportion of subscriptions, etc., to fees has remained almost stationary.

Expenditure from "other sources."

258. So much for the cost of primary schools, but this does not include the whole cost of primary education. To arrive at this we must not only include the cost of the primary schools and the primary departments of secondary schools, which by a rough calculation amounted to Rs. 13,21,029, but also certain other charges incidental to primary education.

Total Cost of Primary Education.

The total cost of primary education during 1911-12 was Rs. 59,39,791. In this figure were reckoned the expenditure on primary schools, the primary departments of secondary schools, the cost of maktabs and other schools teaching the primary standards, cost of buildings, scholarships, the pay and allowances of the subordinate inspecting staff, including 80 per cent. of the pay and allowances of Deputy Inspectors, &c.

The Grant-in-aid System.

259. The grant-in-aid to primary schools is distributed through two channels,—the Department and the District Board. The Director distributes the Departmental Primary Fund for non-Board areas and Municipalities district by district; the further distribution is in the hands of the District Officers. The khas mahal or 1 per cent. grant is intended for schools on Government estates, which, being calculated at the rate of 1 per cent. on the collections, fluctuates from year to year. This 1 per cent. grant is given by Government as zamindar, and is paid to schools on khas mahals, in addition to what they are entitled to from District Funds. District Boards are not allowed to reduce their grants to primary schools because of the 1 per cent. grant from Government. The district primary grant is placed by Government at the disposal of Commissioners in lump sums, and the Commissioners distribute it to District Boards in proportion to their needs. This is in addition to the revenues from ferries and pounds. For 1911-12 these different classes of expenditure amounted to—

Departmental Primary Grant.

Khas Mahal or 1 per cent. Grant.

District Primary Grant.

	Rs.
Departmental Primary Funds for schools in non-Board areas and Municipalities	1,41,461
Khas mahal or 1 per cent. grant	35,449
Primary grant to District Boards	5,92,725
Total ...	7,69,635

Total Expenditure on Primary Schools from Provincial Revenues in 1911-12.

Grant-in-aid to Primary Schools from Municipalities.

260. Municipalities also give aid to primary schools within their areas. Their total expenditure in 1911-12 amounted to Rs. 79,790.

Remuneration of a Guru from the Public Funds. Model Rules for the administration of the Primary Grant.

261. The remuneration of a guru from the public funds takes the form of a subsistence allowance and a deferred allowance. The distribution of these allowances was modified by the Model Rules for the administration of the Primary Grant issued with the Director of Public Instruction's Circular No. 49, dated 12th April 1911, and Circular No. 10, dated 25th March 1912.

Date of Payment of Subsistence Allowance.

262. The subsistence allowance is to be paid twice a year—on the 1st of April and on the 1st of October; and the marks gained by schools at inspections during the six months of one year are to determine the amount of subsistence allowance payable to them for the corresponding six months of the following year.

Date of Payment of Deferred Allowance.

263. The deferred allowance is to be paid at the beginning of the financial year for the previous year. Owing to this rule deferred allowances were not paid in 1911-12. It is to be hoped that faith will be kept with the gurus, and that the payment of these allowances for 1911-12 will be rigidly enforced in 1912-13. It is reported that many districts have spent the amounts for 1911-12 on buildings or equipment.

Points for which Marks are to be allotted.

264. Both subsistence and deferred allowances depend on the marks for the following points at the inspections of the Sub-Inspector or Assistant Sub-Inspector. These points are—

(1) Average number on the rolls and average percentage of attendance during the working season.
(2) Qualifications of the teacher.
(3) State of the school-houses and the appurtenances.
(4) Progress being made by the pupils as a whole.

The maximum to be assigned is 10 marks.

Qualifications of Head Pandits of Upper and Lower Primary Schools.

265. The head pandit of an upper primary school must hold a middle vernacular pass certificate, or a certificate of having qualified in Standard VI according to the Vernacular Scheme, or he must be a trained guru holding a certificate that he is qualified to teach up to the upper primary standard. In upper primary schools the head guru's subsistence allowance is to be Rs. 3 a month, and the second guru's Rs. 2. The head guru of a lower primary school must hold an upper primary pass certificate, or a certificate of having qualified in Standard IV according to the Vernacular Scheme, or he must be a passed guru certificated to be qualified to teach in a lower primary school.

Qualifications of eligibility of a School for a Grant.

266. To get a grant, the school must have been in existence for six months previous to the 1st of April or the 1st of October; and an upper primary school must have a percentage of attendance for these months of not less than 60 per cent. and a lower primary school a percentage of attendance of not less than 50 per cent., due allowance being made for the main sowing and harvesting seasons.

Grievances of the Gurus.

267. Mr. Stark, when Divisional Inspector, Chota Nagpur, remarked in the Report quoted in paragraph 280 of the last Quinquennial Review that the subsistence allowance "is unpopular with the generality of gurus, who point out that their small monthly allowance remains unaltered, while, owing to the dearness of provisions, better paid servants than they get grain compensation allowance. The aid which they receive is insufficient for them to subsist upon, and the villagers tell them that as they are being paid by Government, they cannot expect to be paid also by parents." Mr. Stark goes on to state that many schools in the district of Puri were closed in March and reopened in April, to escape being put on the list of aided schools. Gurus in the training schools get regular stipends (minimum Rs. 5 a month). After passing the final examination of the training schools, their subsistence and deferred allowances, with what they can earn by fees, very seldom amount to what they drew as stipends in the training schools.

268. The Divisional Reports give the following estimates of the range and average pay of primary school teachers :— Pay of Primary School Teachers Division by Division.

Division.	Public management.		Private management.	
	Range.	Average.	Range.	Average.
	Rs.		Rs.	
Burdwan	9 to 16	14·5	3 to 20	5·8
Presidency	8 to 18	17·1	5 to 35	6·6
Calcutta	Nil	.....	10 to 25	16·7
Patna	8 to 20	18·6	4 to 10	5·9
Tirhut	8 to 20	18·5	3 to 9	5·4
Bhagalpur	8 to 18	16·3	4 to 12	7·5
Orissa	10 to 20	9·4	2 to 20	5·2
Orissa Tributary Mahals ...	5 to 10	5·9	4 to 10	5·5
Chota Nagpur	4 to 18	11·8	3 to 11	5·7

No general estimate for the whole Province can be arrived at from these data, but the truth of the remark made in the Annual Report for 1908-09 will be generally acknowledged :—

"One thing in regard to primary education in Bengal stands out clearly from the reports of the Divisional Inspectors, and takes precedence of all other considerations : this is that the immediate endeavour should be to raise the conditions of employment for teachers in primary schools so as to ensure them the means of tolerable livelihood." The Annual Report for 1908-09 on the necessity of improvement of the Pay of Primary Teachers.

This is as true now as it was then.

269. It is also to be remembered that as primary schools rise in number, there is generally no corresponding increase in the District Board allotments. The District Board money for education comes from pounds and ferries, and is not elastic. The consequence of the increase in the number of primary schools is that the payments to individual gurus tend to be reduced. As soon as the guru gets a payment from public funds, his income from the villagers, whether in fees or gifts in kind, tends to fall off. The educational payments made by District Boards are often tardy and irregular. The Model Rules of 1911 have special provisions to guard against this, and it would also be advisable to allow Divisional Inspectors power to inspect District Board education accounts. Causes tending to decrease their rate of Pay.

270. The Annual Report for 1908-09 goes on to suggest that "unless funds can be provided for a very large increase of expenditure on primary education, it would appear that the remedy must be sought in the limitation or even in the contraction of the area of primary education, so far as aided from public sources." Policy of contracting the Area of Primary Education.

271. Mr. Stark, in the passage referred to above, compared the rate of increase of aided and unaided primary schools. He pointed out that there were 2,031 primary schools in receipt of Government support in 1901-02, and 2,308 in 1906-07. Simultaneously, unaided schools have increased from 2,416 in 1901-02 to 2,799 in 1906-07. The growth of unaided schools has thus outstripped that of aided schools. He proceeds thus: "If any inference may be deduced from this circumstance, it is that the increase in the number of aided schools is not due to the system under which they receive their grants-in-aid." Mr. Stark was talking of the Chota Nagpur Division in the last quinquennium, but the figures for the whole Province in the quinquennium under review strongly support his argument. In 1906-07 there were 26,955 aided primary schools; in 1911-12 they had increased to 27,466: an increase of 511 or 1·9 per cent. In 1906-07 there were 6,406 unaided primary schools; in 1911-12 they had increased to 8,425: an increase of 2,019 or 31·5 per cent. These figures would seem to show that the demand for primary education is so great that it insists on being satisfied even though public aid be not forthcoming. *Rate of Increase of Unaided Primary Schools greater than that of Aided Schools.*

Mr. Lambert's Criticism.

272. Mr. Lambert, then Divisional Inspector of Schools, Burdwan, in a passage quoted in the Annual Report for 1909-10 pointed out that—

"Under the reward system previously in vogue, a guru who took great pains with his pupils and succeeded in passing a large number of them at the public examinations received a remuneration far in excess of the amount received by less able and painstaking men, whilst the idlers went without any aid at all. Under the operation of the several tests by which District Boards now estimate the further allowance to be paid to a guru, even a guru who knows nothing or takes no pains with his boys can get a comparatively fair allowance if he manages to show a fair muster-roll."

On this criticism, it may be noted that if the amount reserved for deferred allowance bears a fixed ratio to the subsistence allowance, there need be no danger that the amount given for mere numbers attending the school should be in an undue proportion to the amount a guru can earn by the proficiency of his pupils.

The late Mr. J. A. Cunningham's picture of the worst side of a Lower Primary School.

273. The above passage should be read along with another from the Annual Report of the late Mr. J. A. Cunningham for 1910-11 :—

"When we further investigate what progress these boys are making who actually are at school, we find that though there is a slight upward movement into Standards III and IV corresponding with the increased facilities offered by new upper primary schools, on the other hand, the proportion of infants who come to school to be out of their mother's way and merely play at stick-laying and sand-pictures had increased very markedly. This I believe to be a true symptom of the extreme baseness of the majority of lower primary schools in this Division and the incompetence of the gurus. Under pressure from the Sub-Inspector of Schools and the inclusion of 'marks' for attendance in the calculation of the 'deferred allowance' of the District Board, the guru finds the easiest means of swelling his roll number in gathering together the tiny children whom their parents are glad to be relieved of the necessity of looking after for a few hours in the day. That he often does not exert himself to teach them much or at too rapid a rate is illustrated by the following extract of an inspection note which I recorded in February of the current year :—

"The school roll is very neatly kept. It comprises 28 names. Of these, 8 were enrolled in July 1904, just six years and seven months ago; 1 four years ago; 6 three years; 3 one and a half years; 3 nine months; 5 two months, and 2 a fortnight ago.

"Three of those who have worked for more than six and a half years have just (a month ago) been promoted to Standard I. Three more of the same antiquity have attained to the status of 'second year infants'; while the remaining two, together with all those who entered the school three and four years ago, are still among the 'first year infants'.

"'I asked the guru to give any lesson he liked to the 19 boys of the first year infant class,—preferably to teach them something new. He began with the first lesson on the first page of their first reading book; each boy, one after the other, read each six 'words' (*i.e.* syllables) of two letters each, there being only three letters involved in the different combinations. He then proceeded to the third line, involving the combination of three new letters, again in words of two letters each, and got as far as the third word, which boy after boy failed to make out; that is to say, some boys have sat there for three, four and even six and a half years, and have presumably learned the alphabet and not quite three lines of words of two letters.'

"Not only are many of our present schoolboys not being taught the three R's, but their minds are being rendered as nearly as possible, incapable of learning them, and, even worse, their characters are being further undermined by being taught only the habit of wasting time completely and to no purpose."

Intelligence required in assigning Marks to Primary Schools.

274. The passage goes to show that, in distributing marks under the new system for the average roll number of a school, mere counting heads will not do. This point will have to be considered in connection with the fifth point,—the progress of the pupils. There is a danger that the average Sub-Inspector will give marks on both points separately.

Free and Compulsory Primary Education.

Mr. Gokhale's Bill.

275. A measure was under consideration by the Government of India in 1906 for the abolition of fees in those public vernacular schools which had seven standards or less above the infant class, and were under the management of Government, Municipal or Local bodies, or in receipt of grants-in-aid. The abolition of fees was not to extend to the primary departments of secondary schools for Indians, nor to European schools. The opinions were taken of executive officers and many individuals and associations representative of the unofficial public throughout Bengal. The preponderance of the opinions expressed was in favour of the measure; but a strong minority, which included a majority of the executive officers consulted, preferred that a large grant should

Opinion on the subject.

be given for the improvement of existing schools and the establishment of additional schools in ill-provided and unprovided areas. It is this alternative policy which brought about the rejection of Mr. Gokhale's Bill by the Imperial Legislative Council in the cold weather of 1911-12. This policy is also foreshadowed in Mr. Montague's Indian Budget Speech in Parliament in 1912.

Mr Montague's Budget Speech, 1912.

276. The chief arguments in favour of the measure are the control over primary education which would be secured to Government and the extension and improved efficiency which would ensue. The chief argument against it was the cost, which was greatly underestimated by the Government of India. It was said that the Bill would place the finances of the local body at the mercy of the Director of Public Instruction, who had the power to settle the number of extra schools required, and the equipment and accommodation necessary for them. "Domestic necessity and the seasonal needs of agriculture," which the Bill allowed as causes of exemption from the obligation to attend school, were considered likely to make its operation nugatory. Other arguments against the measure were the rigorous and incessant compulsion which would be necessary, and the possible oppression, of which the agency to enforce attendance, would be guilty. The cost of this agency is not included in the estimate of the cost of free education.

Arguments for and against Free Primary Education.

277. On the assumption that the measure would be carried into effect in 1908, the total cost of the abolition of fees in all vernacular schools in Bengal was estimated for the first year at over 30 lakhs, rising in the following year to over 47, and in 1913-14 to almost 64 lakhs. This estimate, however, ignores the necessity for improvement which would arise if Government assumed the complete responsibility for the conduct of primary schools. To bring the latter up to the minimum standard of efficiency consistent with public management and to provide decent school-houses would mean an enormous addition to the above estimate.

Cost of Free and Compulsory Primary Education.

278. It may be noted that free and compulsory primary education already prevails in certain limited areas in Bengal. The Divisional Inspector, Chota Nagpur, remarks that in Singhbhum, especially in the Kolhan Circle, the boys pay no fees to the teacher, nor do they make payments in kind, yet the Manki (village headman) has to see that every boy of the village goes to the nearest school. There is also a very interesting system of free and compulsory primary education in the East Indian Railway Company's colliery district in Giridih. These schools are thus described by the late Mr. J. A. Cunningham in his Report for 1909-10:—

Instances of Free and Compulsory Primary Education already in existence.

"Within the area of its own collieries and connected railway works, the East Indian Railway have established not only compulsory and free, but actually subsidized, primary education for the children of their labourers and coolies. All boys that pass through the lower into the upper primary standard receive stipends of 4 or 8 annas a week for attending school. Within a radius of 6 miles round Giridih, the Railway Company maintains 34 primary schools educating 2,408 children on the 31st March last. One upper primary school was staffed with four highly qualified masters, while many of their lower primary schools employ two gurus. The whole is supervised by a Special Inspecting Pandit, and the local Superintendent takes a personal interest in the development."

The Allahabad Conference.

279. This Conference of Directors of Public Instruction under the presidency of Sir Harcourt Butler met in February 1911. With reference to primary education its resolutions were—

(1) A beginning should be made with large expansion of primary schools.

This, however, applies more to the Provinces other than Bengal, where there is already a comparatively large number of primary schools, and where improvement is more urgently wanted than expansion.

(2) The curriculum should be the 3 R's with drawing and village map, and no distinction need be drawn between urban and rural schools at present.

The lower primary syllabus in use in Bengal was however drawn up only recently by an expert Committee, and there does not appear to be sufficient justification for reducing it to the above narrow limits. It would be better to leave it to the discretion of the Inspector not to insist on the full syllabus in

those schools where the guru is incompetent to teach it. It teaches, in addition to reading, writing, and arithmetic,—which are mainly the "implements of education",—drawing with chalk on black board, modelling in clay, hygiene, observation lessons on natural phenomena and plant life; the map of the village and its neighbourhood, and geography, directed mainly to the chief physical features of the actual surroundings, combined with instruction, designed to make the children appreciate dimensions and spatial relations. The following subjects are optional in rural, but compulsory in urban schools:—

(*i*) Elementary drill.
(*ii*) Hand and eye training, including pencil drawing of natural objects; modelling in clay such natural forms as fruit and leaves; mat-work, paper-folding.
(*iii*) More advanced work in arithmetic.
(*iv*) Natural observation lessons on animal life.

The distinction between the syllabuses for urban and rural schools is thus inconsiderable and may with advantage be retained.

(3) Teachers should have completed their education in an upper primary school. This is possible if enhanced rates of pay are sanctioned.

(4) No teacher to instruct more than 50 pupils at the outside; preferably the number should be from 30 to 40.

In the village lower primary schools of Bengal the number of pupils is not likely to exceed 40 for some time to come. As for the upper primary schools, especially if, as suggested, they be put under Board management, the numbers will probably be much larger, and in these schools under any circumstances there should, if possible, be three teachers. In Municipalities an attempt should be made to establish large well equipped schools suitably housed with a complete staff of six teachers.

(5) Upper primary schools should be simultaneously developed at convenient centres, and that lower primary schools should grow into upper primary. This is being done.

(6) Teachers should be trained in small local training institutions, but also by larger and more efficient central normal schools. This is already being done in the guru-training schools and vernacular training schools.

(7) No trained teacher should receive less than Rs. 12, and should be placed in a graded service, and be given pension or admitted to a Provident Fund. It will probably be enough for the present if a trained guru can look forward to Rs. 12 a month pay, or the head panditship of a Board upper primary school on Rs. 15 a month.

(8) The Conference recommended that lower primary schools should be held in houses hired for the purpose. The objection to this is that there are ordinarily no houses to spare in the villages in Bengal.

Probable Development of Primary Education during the next Quinquennium.

Proposals of the Director of Public Instruction for the improvement of Primary and Middle Vernacular Education.

280. In the Government of India, Education Department, No. 954, dated 6th July 1911, on the subject of improving and extending primary and middle vernacular education in Bengal, and of increasing the present provision of institutions for the training of teachers, a working plan for the next five years, commencing from the 1st of April 1912, was called for. With reference to the first recommendation of the Conference, that a beginning should be made with large expansion of primary schools, in his letter to Government No. 731, dated 16th January 1912, the Director pointed out that what was needed chiefly was an increase in the number of pupils attending the existing schools. An improvement in the quality, rather than an increase in the quantity, of the education given was the object to be aimed at in the first place, and this he proposed to secure by the following measures:—

Improvement of the Pay of Trained and Untrained Primary Teachers.

(1) An improvement in the pay of the trained guru to Rs. 12 a month, and of raising the pay of the untrained guru, which is at present estimated at Rs. 7, to Rs. 9. This will cost Rs. 14,47,908 at the end of five years, and ultimately 24 lakhs a year at the end of about twenty-five years.

The rates of pay were kept down to the above level in view of the very large expenditure involved. If there is any prospect of funds in excess of the quoted amounts being forthcoming, the pay of primary school teachers should be raised still higher.

Improvement of Pay of Teachers in Guru-training Schools.

(2) Improvement of the pay of the head pandit, second and third teachers in the guru-training schools to Rs. 40, Rs. 15, and Rs. 12 respectively. This will cost Rs. 74,028 annually.

One hundred new temporary Guru-training Schools.

(3) Establishment and other charges of 100 new guru-training schools,—20 the first year, and 40 the second and third years. The existing schools are only enough to supply annual loss by death and other causes among 40,000 teachers. These additional schools are to be held in hired houses, and to be temporary only for five years, at the end of which period a more accurate estimate of the permanent supply of trained teachers required can be made. This will cost Rs. 39,080 in 1912-13, rising to Rs. 2,48,400 in 1916-17.

Five hundred and eighty-nine Upper Primary Schools under Private management to be converted into Board Schools.

(4) To carry out the Government of India's recommendation of the gradual conversion of aided schools into Board schools, the Director proposed to make over to District or Municipal Boards, with an allowance corresponding to their estimated additional cost of the establishment and future repair, the 539 upper primary schools built out of the grant made in 1905-06 by the Government of India for the purpose. This will cost Rs. 1,87,033 a year for five years.

General improvements of Vernacular Training Schools.

(5) The cost of the general improvements in the system of training students at the vernacular training schools, increase of stipends, establishment and maintenance of a first grade vernacular training school at Bhagalpur, and the raising of the status of the second grade training school at Motihari will cost Rs. 19,680 in 1912-13 and Rs. 30,030 in 1916-17. These charges can be met from Provincial revenues.

One hundred and fifty new upper Primary and 75 Middle Vernacular Scholarships.

(6) The Director recommended that 150 new upper primary scholarships of Rs. 3 a month, tenable at middle vernacular schools only at the rate of 30 a year, and 75 new middle vernacular scholarships of Rs. 4 a month, at the rate of 15 a year, for which only boys from middle vernacular schools will be eligible, should be sanctioned. The cost of these additional scholarships will be Rs. 18,360 in 1916-17; and Rs. 21,600 from 1917-18 onwards.

Higher Pay for Teachers in Middle Vernacular Schools and for Government Vernacular Teachers in Middle English and High Schools.

(7) With reference to middle vernacular education the Director proposed to improve the pay of all vernacular teachers of middle vernacular schools and of vernacular teachers in Government middle English and high schools by establishing five new grades of pay—

(*i*) Rs. 50 a month for head pandits of middle vernacular schools.

(*ii*) Rs. 40 a month for head pandits of guru-training schools.

(*iii*) Rs. 30 a month for the vernacular teachers in high schools, the head vernacular teachers of middle English, guru-training schools, and the first and second assistant teachers of middle Vernacular schools.

(*iv*) Rs. 25 a month for the second and third vernacular teachers of middle English schools.

(*v*) Rs. 20 a month for the third and fourth assistant teachers of middle Vernacular schools.

This will cost Rs. 1,86,470 for five years. The total recurring expenditure will be Rs. 21,92,299 in 1916-17.

281. The Director further recommended that—

Vernacular Training School Buildings.

(1) The Government of India should be asked to contribute Rs. 6,43,222 in five years for the first grade vernacular training school buildings at Bhagalpur and to improve the buildings of the other schools where necessary.

Fifty-six sets of Guru-training Schools, not yet begun, to be constructed by Imperial Grants.

(2) The Government of India should be asked to contribute Rs. 3,50,000, or Rs. 70,000 a year for five years, to complete the 56 sets of guru-training school buildings which have not yet been begun. The total non-recurring expenditure by 1916-17 will be Rs. 1,61,200.

282. The question of providing suitable buildings for lower primary schools was only discussed on general lines in accordance with the directions contained in the Government of India letter; but however cheaply these buildings are constructed, a very large expenditure is indicated under this head.

283. The total recurring expenditure of the Imperial Government, if the scheme is sanctioned in its entirety, will be in 1916-17 Rs. 21,92,229, and that of the Local Government Rs. 30,030.

Inspectors' Suggestions.

Suggestions made in the Divisional Reports.

284. The following suggestions extracted from the Divisional Reports bear out the policy outlined, and support the Director's opinion that what is wanted in Bengal is not more primary schools, but better ones with a larger attendance of pupils in each.

Mr. MacLean's Suggestions.

285. Mr. MacLean is the only Divisional Inspector who attempts to formulate a policy for the future as regards lower primary education. He sees no ground for pessimism. He points out that the fact that "38 per cent. of the boys of school-going age attend the schools shows no little eagerness on the part of the masses for instruction." Mr. MacLean's reform is based upon three principal changes :—

(*i*) The enhancement of the pay of the teachers. This is a point on which all are agreed.

(*ii*) The provision of buildings, play-grounds, and gardens. The policy of trying to get the people to contribute towards the cost of these essentials must be given up.

(*iii*) The provision of large model primary schools in central places.

Quantity and Quality in Primary Schools.

286. Two or three schools sometimes co-exist in one village. In such schools there cannot be play-grounds or gardens, and they are more expensive per pupil than large schools. A policy of amalgamation and improvement rather than diffusion must be followed. It has sometimes been made a condition of an Imperial or Provincial grant that primary schools should be increased by 25 per cent. or some other fixed proportion. Thus quality is sacrificed to quantity, and the number of weak and inefficient schools is multiplied all over the country.

Model Lower Primary School in each Thana.

287. The Tirhut Divisional Report makes a useful suggestion towards the same end as Mr. MacLean, that there should be a model lower primary school in each thana, the head pandit should draw Rs. 18 a month and possess a first grade vernacular training school certificate, and the second and third teachers should draw Rs. 15 and Rs. 12 respectively and hold guru-training school certificates. The Government has a model high school in each district; there is no reason that it should not go further and have a model primary school in each thana.

The Tirhut Report quotes the opinion of two Chairmen of District Boards, which strongly support the policy outlined.

Opinions of Mr. Foley and Mr. Rainy.

Mr. Foley of Saran says—

"The impression I have formed about education in Saran is that the greatest caution is needed in increasing the number of schools. Quality, not quantity, is what is required; and the general tendency among the people is in the other direction."

Mr. Rainy of Champaran says—

"I do not think more rapid progress in the number of pupils who attend schools is to be desired, so long as the funds available for educational purposes are strictly limited. The improvement of existing institutions, rather than the creation of new ones, should I think be the policy to be adopted in the immediate future."

Mr. Montague's Budget Speech, 1912.

288. Mr. Montague's Budget Speech of 1912 in the House of Commons appears to show that the Supreme Government is inclined to come to the rescue. He announced that the Government was prepared to increase the number of schools by 75 per cent., and to double the school-going population. New schools would be placed in villages that are at present without schools, and it was also intended to improve existing schools. The completion of the problem would necessarily take some time. It was desired to make teaching more practical and attractive. Teachers must at least have passed the upper primary school standard, and their pay to begin with would be Rs. 12 a month. Teachers would be graded and pensionable.

Special Grants made by the Government of India.

289. In April 1905 the Government of India made a special recurring grant for primary education and the strengthening of the inspecting staff. Grant of 10 lakhs 1905-06.

After the Partition, Rs. 3,33,000 from this grant was made over to the Government of Eastern Bengal and Assam, and the remainder of the grant was permanently made over to Provincial revenues. From this sum a grant of Rs. 5,03,598 was made in 1905-06 to build primary schools, and of this each district got a share. The unspent balance of this grant, amounting to Rs. 21,949, was given in 1906-07 for the same purpose.

290. Out of the Delhi grant of 50 lakhs a year for education, 9 lakhs has been allotted to Bengal, and of this Rs. 5,77,000 is to be spent on primary education. Allotment to Primary Education out of the Delhi Grant.

Teachers.

291. Teachers in primary boys' schools and in primary girls' schools are for the purpose of statistics classed together, being very much on a level as regards attainments. The total number of teachers employed in primary schools for Indian boys and girls at the end of 1911-12 was 43,776. Of these 5,017 or 11·4 per cent. are returned as "trained", whilst 9,707 or 22·1 per cent. are returned as having no special qualifications. The remainder 66·5 of the total are returned as possessing "other qualifications." The "other qualifications" are practically confined to the certificates of the former school examinations (Middle English, Middle Vernacular, Upper and Lower Primary). In 1911-12, a little less than 29,000 employed and returned as possessing "other qualifications", had passed the Lower Primary Examination only; and seeing that, under this head, are included not only all the school examinations referred to above, but also the Sanskrit Title and Madrasa Central Examinations and "other examinations", the conclusion that practically all the 9,707 teachers, who are returned as possessing no special qualifications, have not read up to the lower primary standard seems inevitable. The number of teachers employed in primary schools who possess University qualifications are a negligible quantity. One B. A. and 4 persons who had passed the F. A. Examination are returned as teaching in primary schools in 1911-12, and all these are employd in schools for girls. Ninety-four persons who had passed the Matriculation Examination are returned as teachers in primary schools during the same year. These were very likely schools under mission management. Qualifications of Teachers in Primary Schools.

292. Compared with the figures of the last quinquennium, trained teachers have increased in number from 2,201 or 5·6 per cent. to 5,017 or 11·4 per cent. Those possessing no special qualifications have fallen off in number from 12,324 or 31·2 per cent. to 9,707 or 22·1, and those possessing "other qualifications" have only increased from 63·2 to 66·5 per cent. The proportion of primary school teachers who have only passed the Lower Primary Examination is 52 per cent. instead of 60 per cent. These figures show that there is a vast amount of leeway to be made up, but the increase in the number of "trained" teachers is an indication that things are slowly improving. The main problem to be solved is how to increase the primary school teachers' pay sufficiently to attract a better class of teachers, who will have their hearts in the work, and to prevent the leakage from the guru-training schools. From the figures returned, it appears that in primary schools for Indian boys there was at the end of 1911-12, 1 teacher to every 28 boys under instruction; the average number of teachers for every 100 primary schools for Indian boys works out at 111·1.

Scholarships and Examinations.

293. The number and method of awarding upper primary scholarships and certain criticisms on the method of awarding primary scholarships have been noticed in the chapter on Secondary Education. Candidates for lower primary scholarships are selected by Sub-Inspectors, with a limit of not more than two from each school, and the total number of candidates Primary Scholarships.

nominated must not exceed more than three times the number of scholarships allotted to the thana. There are 804 lower primary scholarships of the value of Rs. 2 a month, tenable for two years in primary, middle, or high schools.

Lower Primary Scholarships

Class Examinations

294. No examination at which certificates are awarded is held during the primary stage of instruction, but annual class examinations for the purpose of determining promotion are held throughout the course.

Expenditure on Primary Scholarships.

295. The total expenditure on primary scholarships held in primary schools for boys and girls during 1911-12 is returned as Rs. 23,297. Of this amount, Rs. 23,113 was derived from public and Rs. 184 from private sources. The figures of expenditure on scholarships held in primary schools show an increase during the quinquennium of Rs. 3,383.

Buildings and Equipment.

Building Grants from Provincial Revenues.

296. The grant made in 1905-06 of Rs. 5,03,598 for the construction of primary schools and the further grant of Rs. 21,949 in the next year have been mentioned. There were in all 539 schools built from this grant. These buildings were unduly expensive, costing between Rs. 600 and Rs. 1,200. The Director of Public Instruction does not consider the experiment so successful as to warrant its extension on a large scale. The difficulties in building schools out of these grants have been—

Difficulties in building Schools out of these Grants.

(1) The realization from the villagers of a reasonable proportion of the cost, before Government would furnish the balance.
(2) Provision for the repair of the buildings when erected.
(3) The question of ownership.

Divisional Reports on the subject.

297. The Chota Nagpur Divisional Report says that the primary schools built out of the Government grant are falling into ruin for want of repair, and that the Hazaribagh District Board has repaired the schools so built in the district out of its own funds. The Burdwan Divisional Report says that the difficulty of repair has caused the idea of continuing building operations to be abandoned for the present. The Patna Divisional Report mentions that the construction of buildings on an approved plan has been held in abeyance for want of the Government contributions; that the money realized from private subscription has remained unutilized, and that the people are clamouring that it should be returned.

298. The description given of primary schools in the Chota Nagpur Divisional Report is applicable to these schools throughout Bengal:—

Description of Primary Schools.

"The majority of primary schools have no houses worthy of the name, and the teacher holds his classes in the village temple, in the verandah of some one who has in his house enough room to spare, or even in a cowshed. Upper primary schools are somewhat better off in this respect, but it cannot be said even of them that they are comfortably or even conveniently housed."

The reason for the superiority of the upper primary schools is apparently that the Government building grant was mostly spent upon this class of schools.

299. The want of proper buildings is most felt in towns. The Presidency Divisional Report says—

Want of proper Buildings most felt in Towns.

"Most of the primary schools have no house of their own; of those that have most are ill-housed. Urban schools, especially those in Calcutta, fare the worst in this respect, for rents and taxes weigh heavily on the slender resources of the teacher, who has perforce to be content with a small room ill-lighted and ill-ventilated, where the pupils are cramped for space and teaching. Discipline and the health of the pupils all suffer in consequence. Even where model schools have been built, the difficulty of finding funds for their repairs detracts from their usefulness."

300. In the Burdwan Divisional Report there is also a similar statement that the housing difficulty presses more severely in towns. The only exception to this dismal state of things is in the Orissa districts of Angul and Sambalpur, where the money spent on primary schools has been concentrated on definite areas, instead of being frittered away in doles scattered over as wide an area as possible: the buildings are good, and are provided with large play-grounds and gardens.

301. Upper primary schools are fairly well provided with furniture. As lower primary schools shift from place to place, they are said not to be able to afford furniture. There is no reason why both teachers and taught should not sit on the floor, and books and equipment are more necessary than furniture. Furniture.

302. As regards equipment, primary schools are better off than they used to be on account of the large grant made in 1911-12 from Provincial revenues for this purpose. Equipment.

Difficulties of Inspecting Officers.

303. The opposition to educational reform which proceeds from the champions of the old order of things is thus described in the Burdwan Annual Report for 1908-09:— Difficulties Inspecting Officers have to contend against.

"The Indian teacher, accustomed for years to setting lessons and hearing the results of home preparation in the class room, can scarcely be made to understand the spirit of the Kindergarten method; and though the fear of the loss of the grant-in-aid induces him to promise outward compliance with the instructions of the inspecting officers, both he and his constituents scarcely believe in the utility of stick-laying, of observation of the phases of the moon, or of the teaching of colour."

Again in the Burdwan Division Quinquennial Report we find this passage:—

"Men of the old school, wedded to old thoughts concerning education, sternly criticize the frivolities of the 'Play School', and do not see anything in action songs, nature study, observation lessons, drill, hand and eye training which can engage the serious attention of a schoolboy or a teacher."

304. The report of the Deputy Inspector of Schools, Calcutta, has the following description of the craving for learning English almost as soon as a boy begins to learn anything:— Surreptitious teaching of English.

"To work primary schools of both the upper and lower grades in the town of Calcutta we have to face many difficulties, one of the chief of which is due to the prohibition of English teaching in the primary schools. There is a general tendency among the people of the urban area to teach English to their sons almost from the beginning; and the result is that primary schools where English teaching is not allowed are not at all popular, and hence many teachers of primary schools resort to the teaching of English in after hours as an optional subject. The progress of purely primary education is therefore much retarded in the town. The task of the inspecting officers in checking English teaching in primary schools has become very troublesome, and it is not too much to add that many schools which teach all the standard books would rather not take State grants than stop teaching English. There are in this town some schools which serve as feeders of high English schools, having classes up to the 5th class standard of a high school and these schools, are much liked by the people. During the year under report, the inspecting officers had to find fault with many primary schools for teaching English, and the gurus were warned."

The Burdwan Divisional Report mentions the same difficulty.

Nature Study as a part of the Primary School Course.

305. The introduction of Nature Study has been one of the greatest reforms of the primary school curriculum. During the quinquennium under review, a scheme for the encouragement of this subject in the Orissa Division was sanctioned by the Director of Public Instruction. According to this scheme three silver medals and a number of diplomas were to be given to the schools and teachers doing the best work in the subject. The scheme was put in practice for the first time last year. It is too early to speak of the results. The Inspector suggests that in order to make this reform produce the best results,—to show how to make the best use of the gardens at guru-training schools, middle schools, and many primary schools,—an inspecting officer for Nature Study, of the status of Assistant Sub-Inspector, should be appointed in each district from among those students who do best in Agriculture at the Cuttack Vernacular Training School. Scheme for the encouragement of Nature Study. Inspecting Officer for Nature Study.

Night and Continuation Schools.

Object of Night Schools.

306. Night schools impart elementary (generally lower primary) instruction to children and others who cannot attend school during the day because they have to work. The great majority of these schools are conducted by the gurus of lower primary schools in the same buildings in which the day schools are held.

Night Schools, their Pupils and their Expenditure.

307. The night schools were not distinguished from the continuation schools, as they should have been. The following are the statistics having reference to these schools:—

Division.	Schools.		Pupils.		Expenditure.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
					Rs.	Rs.
Burdwan	219	359	4,047	6,628	3,877	6,201
Patna	27	40	494	664	429	843
Tirhut	66	87	1,465	1,857	2,448	2,116
Bhagalpur	155	161	2,589	3,108	3,497	5,013
Orissa	34	58	509	848	136	263
Orissa Tributary Mahals ...	1	.....	40	.....	60	.....
Chota Nagpur	231	218	4,584	4,110	5,837	5,269
Total ...	733	923	13,728	17,215	16,284	19,705

Night schools are reported to have disappeared from the Feudatory States on account of the difficulty of providing for their lighting at night.

Abuse of Night Schools.

308. Night schools are intended for day labourers; but unless they are carefully watched, they are apt to become mere private tuition classes, in which the guru endeavours to add to his income by coaching pupils for whom the schools were not intended. Even bogus names are sometimes entered in the register to increase the payments due to the guru.

Babu Bhagavati Sahay's opinion.

309. The Report of 1909-10 quotes Babu Bhagavati Sahay's opinion:—

"I am afraid that so long as the labourer for whom this class of schools is intended can earn a decent living without education, there will not be any real demand for such schools; and a night school in the sense of a continuation school is out of the question, so long as education is not regarded as an end in itself."

Manbhum, Giridih and Koderma, promising fields for Night Schools.

310. Mr. Lambert notes that there is an extensive field for night schools in the coal fields of Manbhum and Giridih and among the operatives in the mica mines of Koderma.

Classification of Continuation Schools and their object.

311. Continuation schools give to persons whose school education has been slight an opportunity to continue their general studies and to receive instruction in technical and commercial subjects. Continuation schools are divided into Group I, the object of which is to complete a boy's general elementary education: Group II, which gives specialized elementary education in commercial subjects, such as book-keeping, shorthand and typewriting, and correspondence; technical subjects, such as agriculture, horticulture, cookery, tailoring, and joiner's work; Bengali or other vernaculars; science, drawing, and modelling: Group III, which gives advanced instruction on the subjects included in Group II. There are as yet no continuation schools of this group in existence. The number of continuation schools in the Presidency Division and Calcutta in 1911-12 was 151 (92 belonging to Group I and 59 to Group II) with 4,168 pupils, as against 195 schools with 5,154 pupils in 1906-07. There has thus been a decline of 44 schools and 986 pupils during the quinquennium. These schools exist only in the Presidency Division. They have been working there as an experimental measure since 1902. The teachers of schools belonging to Group II are entitled to a stipend of Rs. 8 and a capitation fee of annas 4 per head of their pupils monthly. Teachers of schools belonging to Group I get a stipend of Rs. 2 and a capitation fee of annas 2 per head

Number and Pupils of Continuation Schools.

of their pupils monthly. Their total cost in 1911-12 was Rs. 13,267, of which Rs. 12,787 came from Provincial revenues. In 1906-07 the total expenditure amounted to Rs. 14,547, of which Rs. 14,394 was contributed from Provincial revenues. These schools have suffered from inefficient teachers and the want of definite rules for their guidance, and, in some cases, from insufficient supervision. They are not established at centres of trade and industry, and the scheme is not co-ordinated with local trades and industries on the one hand, and with employers of labour on the other. The Director was of opinion that the money spent on continuation schools could be more usefully spent in improving the system of day instruction. A report has been asked for from the Inspector on the qualifications of the teachers of each school; the average number of pupils and their average daily attendance per year; the number of subjects taught and the average number of pupils learning them; and the number of times the school has been inspected since its establishment.

Teachers as Postmasters.

312. At the end of 1911-12 there were 532 schools in which one of the teachers was in charge of the postal work of the village in addition to his teaching duties. The remuneration ranged from Rs. 2 to Rs. 10 per month. There has been a big drop in the number of combined schools and post offices, as at the end of 1906-07 the number was 602. Number of Teachers doing Postal work.

313. The Chota Nagpur Divisional Report remarks on this point— Opinion of the Chota Nagpur Divisional Inspector of Schools.

"It is true that there is a certain amount of interruption to regular school work of teachers caused by their attention to their postal duties; but by a judicious arrangement of hours and a little overtime working in cases where the dák has to be received or despatched during ordinary school hours, the inconvenience can be greatly minimized. Both the departments must be prepared to make a little sacrifice if the system is to be made a success."

314. The Tirhut Divisional Report on the same subject may also be quoted— Opinion of the Tirhut Divisional Inspector of Schools.

"I consider the expansion of the postal system as necessary for the education of the masses as the expansion in the number of schools; the former makes as much for their education as the latter, though indirectly, and I would therefore advocate the extension of the school-post office system, even though the combination of schools and post offices may not, from the postal or educational point of view, be as efficient as a separate institution for each."

CHAPTER VI.

TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

General Remarks.

315. Teachers in Indian schools fall into three classes— Classes of Teachers in Indian Schools.

(*i*) Those who teach through the medium of English.

(*ii*) Those who teach through the medium of the Vernacular in secondary schools.

(*iii*) Those who teach through the medium of the Vernacular in primary schools.

The training of teachers for European schools is dealt with in the chapter on the Education of Europeans.

316. The attempts to train teachers who teach through the medium of English by means of English classes attached to the Government first grade vernacular training schools, and by the scheme for attaching selected Indian teachers to the training class for Europeans and Eurasians which was opened in 1899-1900 at the Victoria Boys' School, Kurseong, have been described in the last Quinquennial Report. Previous attempts to train Teachers teaching through English.

Genesis of the David Hare and the Patna Training Colleges.

317. In 1902 it was proposed to found an English Teachers' College for graduates at Hooghly, and two normal colleges for English teachers,—one at Dacca and the other at Bhagalpur. For the two normal colleges. an entrance examination equivalent to the University Matriculation was proposed. The Partition separated Dacca from Bengal. Mr. Varley, who came out from England as Principal of the English Teachers' College for graduates, objected to Hooghly as a site for the college on account of the inadequacy of the field for practising work. He also pointed out that the Principal of the Graduates' College, who was also to be Superintendent of the Normal College, could exercise more effectual superintendence over both institutions if they were located in the same buildings. It was finally determined to found the Training College in Calcutta, with a Senior Department for graduates teaching up to the B.T. Examination of the Calcutta University. A second Normal College was located in Patna, with a Junior Department teaching up to the L.T. Examination of the Calcutta University. No L.T. classes were, however, attached to the Calcutta College. The B.T. degree may be taken at any period subsequent by more than a year to the passing of the B.A. or B. Sc. Examination. The L.T. cannot be taken until at least two years after the passing of the Intermediate Examination in Arts or Science. Such was the genesis of the David Hare and the Patna Training Colleges.

Steps taken to inspire confidence in the benefit to be derived from taking the Training College Courses.

318. The Government of Bengal have inspired the teachers of secondary schools with confidence as to the benefit they would derive from taking these courses by its orders—

(*a*) sanctioning full pay for a teacher from a Government school during his period of deputation to the college;

(*b*) making the promotion of a graduate teacher depend on his attaining within a period of five years a Bachelor in Teaching Degree, or a Licentiate in Teaching Diploma;

(*c*) prohibiting the employment of a graduate teacher in the Subordinate or Lower Subordinate Educational Services, unless he gives an undertaking to go through a course of training when required.

Training of English Teachers.

The David Hare Training College.

319. The David Hare Training College began working in temporary premises in the Albert College from the 1st July 1908, with one of the Masters of Method brought out under the scheme of 1902 as Principal, and two Professors. The Hare, Hindu, and Sanskrit Collegiate Schools are used as practising schools. The B.T. class is limited to 20, which limit is to be raised from the present year to 24, as inspecting officers may be admitted. A certain number of places in the college are reserved for private students. The college, however, as now organized, is but a fraction of the full scheme put forward in 1907, and alluded to in paragraph 325 of the last Quinquennial Review.

320. Teachers in Government schools are now deputed to one or other of the training colleges on full pay, and arrangements are being made to ensure that all existing teachers (at least those under 45 years of age) should eventually be trained. No teacher is now appointed in the Subordinate Educational Service or the Lower Subordinate Educational Service unless he gives an undertaking to undergo a course of training, whenever required, on the scale of remuneration that may be sanctioned for the time being.

The B. T. Course.

321. The aim of the training course, as described by the Principal, is "to give the teacher an all-round preparation for his work, both from the theoretical and the practical points of view. On the one hand, he needs a knowledge of the subjects which he has to teach, an acquaintance with the nature of the pupil's mind and of the principles which underlie the teaching art, and some knowledge of the history of education in the past. On the other hand, he learns by actual practice in the school room to control and teach his class. The theoretical training has been imparted by means of lectures on the theory and practice of teaching in relation to mental and moral science, on the methods of teaching school subjects and of maintaining discipline, and on the history of education. Weekly essays on appropriate subjects have been written by the students, and the library as an aid in preparation has been at their disposal; also

test papers are periodically set by members of the staff. As to the practical training, each student attends the demonstration lessons by the staff; each has to prepare and give under supervision lessons in the schools; and each has to watch and criticise lessons given by the other students of the college." The course also includes teaching English by the Direct Method to a class of young boys knowing little or no English at the commencement of their teaching in the Hindu School, and the Training College students make themselves responsible for the subject throughout the year. "The results" says Mr. Griffith, "have been surprising, as the boys now follow any lesson of a simple character that is given in English." The Principal notes in the Report that the wants of the college include better premises, giving accommodation for the Vice-Principal, who is expected from England during the year, and providing greater facilities for teaching Nature Study; a recreation ground to encourage athletics and make them part and parcel of the college course; and a small laboratory where simple school apparatus might be constructed and simple scientific experiments carried out.

Calcutta Training School.

322. The Calcutta Training and Model Schools for the training of lower grade teachers are under the superintendence of the Principal of the David Hare College. The training school course lasts for three years, and 25 students, divided into three classes, are granted stipends. The staff consists of 6 teachers, 2 of whom are first class B. T's. The curriculum has been thoroughly revised in accordance with approved modern principles, and the institution has an efficient practising school in the model school,—a middle English school with 98 pupils.

The Patna Training College.

323. The reason for locating the second Normal College at Patna is given in the Bengal Education Report of 1907-08:—

"It will not be out of place to mention here that the proposal to open the Training College for English Teachers in Calcutta is viewed with dismay by teachers and educationists in Bihar. The experiences of the Medical and Engineering Colleges in regard to Bihari students will certainly be repeated in the Training College; for the Biharis are a home-loving people and will certainly not undergo a course of training in a foreign city. Unless a similar institution is given to Bihar, the educational disadvantages under which the Biharis at present labour in comparison with the more fortunate races of Lower Bengal will be greatly accentuated."

324. The college was opened in October 1908 under Mr. Thickett, the second of the Masters of Method brought out under the scheme of 1902. The curriculum was based on the syllabus of studies required for the L. T. diploma of the Calcutta University, and candidates for admission were required to have passed the F.A. or the Intermediate Examination in Arts or Science. The number of admissions during any one year was limited to 12. Private students were at first admitted and stipends of Rs. 35 a month granted; now they can only be admitted when Government teachers to fill up the vacancies are not available. The limitation of the standard to the L.T. diploma is hard on Bihari graduates, and the Director in his Report for 1908-09 expressed an opinion that provision should be made for the B.T. standard. It has not been possible to do this yet.

Private Students.

325. The Principal is of opinion that it was a mistake to discourage private students from entering the college, and that the stipends offered were a means of attracting some very good men to the teaching profession. Of the 21 private students who have passed through the college, 10 are working in Government service and 11 in private schools.

326. The theoretical work of the Patna College is much the same as that of the David Hare College, and the practical part of the training consists of—

(1) Teaching by students.
(2) Model lessons by the staff.
(3) Criticism lessons.

Hostel.

327. The hostel remains housed in the building which was formerly the private residence of the Head Master of the Training School. It is large enough for the college only as long as the number of students remains the same.

Practising School.

328. The Practising School is at present the Patna Collegiate School. It can hardly, however, be considered suitable for this purpose until it is removed

from the hired house in which it is at present held, to a properly constructed school-house of its own, and is provided with an efficient staff of teachers.

Patna Training School.

329. The Patna Training School has been removed from the control of the Inspector of Schools to that of the Principal of the Patna Training College, and the Head Master notices the following improvements during the quinquennium under review:—

(*i*) Introduction of the revised course of studies.
(*ii*) Extension of the period of study from two to three years.
(*iii*) Reservation of stipends for pure Biharis.
(*iv*) Appointment of a paid Superintendent and Assistant Superintendent for the school hostel since April 1911.

Numbers.

330. On the 31st March 1912 there were 109 students against 94 in the preceding year. By creed 98 were Hindus and 11 Muhammadans; of these 71 Hindus and 3 Muhammadans were residing in the hostel. The third year class was opened for the first time on the 3rd January 1912. The average monthly attendance during the year was 94 and average daily attendance 76, giving a percentage of 81. The expenditure on the school from Provincial revenues was Rs. 11,975 in 1911-12 as against Rs. 13,661 in 1906-07.

Examination results.

331. The percentage of passes has varied very considerably during the quinquennium under review, but it is to be hoped that the great improvement (98 per cent. of passes) shown in 1911-12 will be maintained.

Special Classes.

332. Seventeen Sub-Inspectors and Assistant Sub-Inspectors of Schools were deputed to the school for six weeks, and four Inspecting Maulvis for the inspection of the mianji training schools were deputed for six months, for short courses in the subjects taught in the training school. The system of deputing Sub-Inspectors and Assistant Sub-Inspectors to normal training schools for so short a time as six weeks is of doubtful value and has hitherto produced indifferent results; it clearly calls for early revision.

Corporate life.

333. The school has a Gardening Society, a Debating Society, a Dramatic Society, and a Society for excursions to objects of interest in the neighbourhood. Unsuitability of the buildings prevented a Common Room being formed, but as far as possible every effort is made to imbue the students with a sense of corporate life.

Practising School.

334. A middle school is attached to the training school as its practising school, with 97 pupils on its roll.

The Bhawanipur London Missionary Society's Training College.

335. The Bhawanipur London Missionary Society's Aided Training College, which teaches up to the L. T. standard only, is the third training college in the Province. It had 13 pupils in 1911-12. In 1910-11 this institution sent up 6 candidates for the University Examination for the L. T. diploma, of whom 4 passed. In 1911-12, 11 candidates were sent up, of whom 6 passed. The total cost returned for 1911-12 was Rs. 2,600, which was paid by Government. The average cost per pupil was Rs. 200.

Expenditure on Training Colleges.

336. The expenditure on training colleges during the year ending 31st March 1912 was Rs. 58,612. This is all new expenditure, training colleges having only been introduced in the quinquennium under review.

Examinations.

337. The examination results are most satisfactory—

1908-09	B. T.	appeared 16,	passed	14	(4 with distinction).
	L. T.	ditto 12,	do.	9	(ditto).
1909-10	B. T.	ditto 17,	do.	15	(ditto).
	L. T.	ditto 12,	do.	9	(ditto).
1910-11	B. T.	ditto 22,	do.	19	(ditto).
	L. T.	ditto 17,	do.	12	(ditto).
1911-12	B. T.	ditto 21,	do.	18	(6 with distinction).
	L. T.	ditto 16,	do.	10	(1 with distinction).

In 1910-11, 3 private candidates appeared for the B. T. and passed. In 1911-12, 3 female and 1 male private candidates passed the B. T. Examination. Amongst the female candidates who passed, Srimati Mrinalini Basu obtained distinction; this lady passed the B. A. Examination with distinction from the Bethune College.

Future Expansion of the Training College Scheme.

338. Apart from the training of teachers already in Government service, there remains the large question of extending the scope and resources of the existing training colleges so as to provide for the training of teachers in private institutions, as well as for the preparation of young men wishing to enter the teaching profession.

339. The outturn of the existing training colleges is small compared with the field to be covered, and they have not been in existence sufficiently long to exercise much influence in improving secondary education. The Inspectors of Schools, however, report most favourably of the work of the B. T's. and L. T's. who have passed through the colleges and are now actively employed. As soon as more trained teachers are in the field and the prospects of the teaching profession generally improved, the most beneficial results may be looked for; if the outturn of the colleges could be increased, these results would be accelerated.

340. It is to be hoped, when the training colleges are expanded, that more room will be made for the admission of Deputy and Sub-Inspectors of Schools. The Teachers can only influence one school at a time, but the Deputy Inspectors can spread the beneficial influence of new methods of teaching over a whole district. Training of the Inspecting Staff.

Examination for Teachers in Secondary Schools.

341. Examinations continue to be held in English idiom and pronunciation by officers of the Education Department who were born and educated in Great Britain or Ireland or in an English-speaking colony. Examination in English Idiom and Pronunciation.

342. Inspectors of Schools also hold half-yearly examinations in the art of teaching, with practical teaching tests, both for English and Vernacular teachers. Inquiries from Inspectors of Schools have elicited the general opinion that the English oral examination and the examination of English-speaking teachers in the art of teaching serve a useful purpose and should continue. The examination of Vernacular teachers in the art of teaching, on the other hand, can be better arranged for in the Vernacular Training Schools. Examinations in the Art of Teaching.

Training of Vernacular Teachers.

The original scheme and its modification.

343. Under the original scheme as submitted by Sir Alexander Pedler in 1902, it was intended to establish a central school at Bhagalpur to train Vernacular masters under a Superintendent, who was to belong to the Indian Educational Service, and an English Head Master. Bhagalpur was unsuitable for a "central school" on account of the difficulty of providing for teaching and practising work in Bengali in a Hindi-speaking place. It was also difficult to provide a European officer with experience of conducting the work of training teachers in up-to-date institutions who was also proficient in the Vernaculars. It was eventually determined to make the Calcutta and Patna Vernacular Training Schools into Model Training Schools. This has been done by placing them under Messrs. Griffiths and Thickett, and improving their staff, equipment, and practising schools.

The First Grade Vernacular Training Schools.

344. The first grade training schools are those at Calcutta and Hooghly (for Bengali-speaking teachers); Patna, Motihari and Ranchi (for Hindi-speaking teachers); and Cuttack (for Uriya-speaking teachers). The Church Missionary Society maintains an aided training school for Bengali teachers at Krishnagar. A first grade training school is also to be established at Bhagalpur as soon as funds are forthcoming. A List of the Schools.

345. These schools supply teachers for the higher classes of Vernacular schools and for the Vernacular classes of high and middle English schools, and Head Pandits for the guru-training schools. They occupy, therefore, an important place in the educational system. Their place in the educational system.

Defects of the Vernacular Training Schools.

346. As reported in the last Quinquennial Review, there was a widespread opinion that the teachers who had passed through the first grade training schools since 1901 were inferior to their predecessors in ability and attainments. The reasons for this deterioration were—

(*i*) Reduction of the training school course from three to two years in 1901.

(*ii*) Substitution of the Primary examination for the old Middle Standard examination as the minimum qualification for entrance into the training schools. It was believed that the Primary was easier to pass than the old Middle Standard examination, and that the material on which the schools had to work was thus mentally inferior.

(*iii*) The teaching staff in the training schools had no special knowledge of the art of teaching, the curriculum was ill advised, and the only theoretical study of the principles of teaching attempted was the reading of the Senior and Junior Teachers' Manuals. The unsatisfactory rules for admission stocked the schools with pupils immature in age and education.

(*iv*) The practising schools did not come up to the standard of being "in respect of staff, equipment, and apparatus fully maintained as model schools."

(*v*) The buildings were unsuitable.

(*vi*) The instruction of casual students (teachers of the lower classes in secondary schools, subordinate inspecting officers, and guru-instructors temporarily attached to the training school) was an interruption to its ordinary work.

Appointment of a Committee on the Vernacular Training Schools.

347. In 1909 a Committee was appointed to consider a revision of the course of studies in the first grade training schools.

Its recommendations.

The Committee recommended that—

(*i*) The term of training should be extended to three years.

(*ii*) The stipends of the students under training should be raised.

(*iii*) An examination conducted by the school staff should be held at the end of the first year, and two departmental examinations should be held at the end of the second and third years respectively.

(*iv*) During the last six months of the third year the students were to systematically visit local schools along with a teacher.

Differences between the revised syllabus and that previously in use.

(*v*) A revised syllabus was recommended, which differed from that previously in use—

(*a*) The Mathematical and Science course was considerably curtailed.

(*b*) English, Sanitation, Hygiene, Persian (for Muhammadans) were added as subjects of instruction.

(*c*) Indian Music was to be an optional subject.

(*d*) The course in the Science and Art of Teaching was enlarged, and more stress laid upon practical work.

Government refused to sanction the inclusion of Music and Hygiene in the course, but the rest of the revised syllabus was approved.

Redistribution of the allotment of stipends.

348. The following redistribution of the allotment for stipends in each school has been sanctioned:—

					Rs.
Calcutta, 25 stipends of Rs. 4 each for each set of first, second, and third year students		...	...	...	300
Hooghly,	ditto	ditto	ditto		300
Patna,	ditto	ditto	ditto	...	300
Ranchi, 17 at Rs. 5	...	...	...	...	255
Cuttack, 17 at Rs. 4	...	...	...	...	228
			Total	...	1,383

349. Trained teachers from the David Hare and Patna Training Colleges have been appointed to the Vernacular Training Schools; grants have been given to improve their equipment and educational appliances, and the Calcutta and Patna Training Schools have been placed under the superintendence of the Principals of the David Hare and Patna Training Colleges. All the schools except that at Hooghly suffer more or less from want of accommodation and defective buildings. Further improvement of the Training Schools.

350. The last Vernacular Mastership Examination under the old system was held in 1910. The first Departmental Examination under the new scheme was held in 1911, and private candidates under restricted conditions were allowed to present themselves. Vernacular Mastership Examination.

351. Improvement is mentioned as the result of the appointment of trained teachers from the training colleges. Of Cuttack it is said, "better arrangements have been made for class teaching, and the work in nature study and gardening is becoming creditable." Of Ranchi it is said that it has been "badly treated in the way of teachers' salaries." The mention of the First Grade Training Schools in the Divisional Reports.

The Second Grade Training Schools.

352. The second grade training school at Motihari, which formerly taught the first year course of a first grade training school only, was raised to the status of a first grade training school, to serve the needs of the newly constituted Tirhut Division in the course of the quinquennium under review. Motihari Training School raised to the first grade status.

353. The only second grade Training School which remains is that at Daltonganj, and the question of its retention on a revised basis, to provide more efficiently for the peculiar needs of Chota Nagpur, by utilizing the funds made available by the abolition of the Rehala Guru-training School is under consideration. Daltonganj Second Grade Training School.

354. There is an unaided Baptist Mission Second Grade Training School at Serampore, which does not submit returns. Serampore Training School.

Failure of Trained Teachers to obtain Employment.

355. The late Mr. J. A. Cunningham, in his Annual Report of the Chota Nagpur Division for 1901-11, pointed out that out of 23 gurus who passed out of the Ranchi Training School in December 1910, 15 had not secured employment at the time when he was writing. He very rightly remarked that "it is hard to conceive a state of circumstances better calculated to discredit the usefulness of our training courses and to demoralize the whole outlook of the teaching profession."

Supplementary Methods of Training.

356. The practice of sending batches of teachers of the lower classes in secondary schools, subordinate inspecting officers, and guru-instructors to the first grade training schools for a six weeks' course in the modern methods of teaching and kindergarten still continues. This arrangement, as already remarked, is unsatisfactory, as it interferes with the regular working of the training schools and does little good to those attending the course. Casual Students in Training Schools.

357. It is customary for Deputy Inspectors to convene their Sub-Inspectors and Inspecting Pandits at a convenient centre where there is a good school, and there to give practical demonstrations of the methods of teaching various subjects. Instruction by Conference.

Expenditure.

358. In the year ending 31st March 1912, the total expenditure on first grade vernacular training schools was Rs. 71,958, of which Rs. 66,451 was derived from Provincial funds. The corresponding expenditure for the year ending 31st March 1907 was Rs. 73,070, of which Rs. 66,796 was derived from Provincial funds. In comparing the expenditure for the two years, it should be remembered that in 1911-12 there were 6 first grade instead of 5, as the school at Motihari was raised to the first grade status. The District Boards of the Expenditure on First Grade Vernacular Training Schools.

Tirhut Division contributed Rs. 607, by way of stipends to pupils under training towards the cost of making Motihari a first grade training school. In both 1907 and 1912 the expenditure includes the grant-in-aid to the Krishnagar Mission First Grade Training School.

Guru-training Schools.

Conference on Rural Schools of 1905. Special Committee.

359. The scheme under which guru-training schools are at present working is that of the Conference of 1905 appointed to consider and advise upon the establishment of Rural Primary Schools, as amended by the Special Committee appointed to consider their scheme. The Conference recommended the following establishment for guru-training schools:—

Establishment of Guru-training Schools as recommended by the Rural Schools Conference.

	Rs.
A Head Pandit	18
A Second do.	10
15 stipends of Rs. 5 each	75
Allowances for contingencies	5
Total ...	108

Modifications introduced by the Special Committee.

The Special Committee extended the period of instruction from one year to two; increased the teaching staff from one to two assistant teachers; and increased the stipends of the gurus, rates varying between Rs. 5 and Rs. 10 being given according as the pupils were either—

(1) Intending Gurus.
(2) Gurus of Lower Primary Schools already employed.
(3) Head Pandits of Upper Primary Schools.

Establishment of Guru-training Schools as finally fixed.

360. The Conference recommended that every guru who had passed successfully through a training school should get an allowance of Rs. 2 a month as long as he continued to teach satisfactorily in a school recognized by the Education Department. The Special Committee did not approve this proposal. The scale given below is that which at present obtains:—

	Rs.
Head Pandit	18
Second do.	10
Third do.	8
16 stipends from Rs. 5 to Rs. 10	125
Contingencies	5
Total ...	166

Special rates in some districts and for special classes of schools.

361. Somewhat higher rates were allowed in Darjeeling and in the Khondmals, in the guru-training schools set apart to educate mianjis (Muhammadan primary school teachers), and in those intended to train aboriginal teachers in Chota Nagpur. The general rates are however still inadequate, and the Director in his recommendations on the resolutions of the Allahabad Conference has suggested that the pay of the Head Pandit should be raised to Rs. 40 a month and that of the other two teachers proportionately.

Number.

362. There were in all 202 guru-training schools sanctioned for the whole Province, but 1 of these has not yet been opened. In addition to these, there are 3 aided guru primary schools. Of the 201 which actually exist, 10 are mianji schools, and 3 are reserved for aboriginal teachers. There will be eventually 17 mianji schools. One guru-training school at Jorapukur in Singhbhum is reserved for Hos, and one in Ranchi at Bundu for Munda and one at Gumla in Ranchi for Uraon teachers.

Guru-training School Buildings.

363. Type plans and estimates for improved buildings were prepared by Government in the Public Works Department: the maximum cost for the school-house was to be Rs. 2,330, for the hostel Rs. 1,910, and for the Head Pandit's quarters Rs. 881.

Original Scheme.

364. The buildings were to be constructed by contractors under the superintendence of the Education Department, and a Public Works Overseer was appointed in each Division to provide the necessary professional guidance.

365. This system of limited supervision by the Public Works Department without responsibility or real authority proved thoroughly unsatisfactory; and Government passed orders in General Department No. 1096 T.—G., dated 30th June 1910, that the building operations should be conducted in future by the Public Works Department, who should, after making such improvements as were required, take on to their books such buildings as had already been constructed by the Education Department. The Public Works Department were thus involved in the charge of 81 completed projects, 62 projects then current, and 51 projects not yet begun. This excludes the 8 guru-training schools in the Tributary Mahals of Orissa which were erected by the local Chiefs at their own cost. To provide for the 51 buildings not yet taken in hand, Inspectors were authorized, as a temporary measure, to obtain houses on loan or hire them.

Failure of the scheme.

Buildings taken over by the Public Works Department.

366. In his letter to Government dated 23rd November 1910 the Director reported that Rs. 6,22,106 had already been spent on the building of new guru-training schools, exclusive of Rs. 48,000 spent in extending the buildings of 96 schools of the old type so as to conform to the new model, and Rs. 40,000 spent on furniture and equipment. The total amount therefore spent up to the date of the letter was Rs. 7,10,106, and the further amount required to complete the current projects was estimated at Rs. 2,25,714; but in view of the transfer of operations to the Public Works Department, it was added that this estimate would be largely exceeded.

Estimated Cost of these Buildings.

367. In 1911-12, 1 lakh was appropriated to this expenditure from the Imperial grant of 2 lakhs for primary schools. The complaint that kitchens are not included in the plan of the hostels is made in several of the Divisional Reports, and the Presidency Division Inspector remarks that wells or tanks to supply drinking water are also necessary.

368. The recurring expenditure was estimated at an annual sum of Rs. 166×12×199, or Rs. 3,96,408. In addition, there were a few extra charges: for Darjeeling and the Khondmals Rs. 96; for the conversion of 17 guru-training schools into mianji schools Rs. 5,916; for guru-training schools in Chota Nagpur converted into training schools for aboriginal teachers Rs. 1,044; purchase and repair of furniture Rs. 3,000. The total maximum of recurring expenditure was fixed at Rs. 4,06,464.

Estimated Recurring Expenditure.

369. As explained under Primary Education, the Director has recommended the establishment of 100 new temporary guru-training schools in addition to the 201 already in existence.

One hundred new temporary Guru-Training Schools in addition to those in existence.

370. At the end of 1906-07 there were 111 guru-training schools with 1,424 students attending them. Six of these schools were under Missionary management with 180 male and 52 female pupils (the pupils of the female department of the Wesleyan Mission Training School at Bhimpur, Midnapore). The total expenditure on all training institutions for vernacular teachers except first grade vernacular training schools was Rs. 87,020, of which Rs. 77,853 came from Provincial funds.

Comparison of Institutions, Students, and Expenditure at the end of the last and the present quinquennia respectively.

At the end of 1911-12 there were 201 guru-training schools exclusive of 3 aided institutions under Mission management. The Government guru-training schools and the second grade vernacular training school at Daltonganj had 3,012 pupils, and the expenditure on them was Rs. 2,89,759, of which Rs. 2,75,567 came from Provincial revenues. Rupees 13,535 is returned as the fees paid in the training schools of these institutions, but this sum does not accrue to Government. It is really a certain portion of the fees paid in the attached practising schools, and is divided among the Pandits of the training school over and above their pay. A small additional grant of Rs. 50 to each guru-training school has been sanctioned for a library. The corresponding expenditure in 1906-07, including that of the two second grade training schools at Motihari and Daltonganj, was Rs. 80,768, of which Rs. 75,015 was paid from Provincial revenues. There are three aided Mission guru-training schools,—two in the Sonthal Parganas and one at Sarenga (Bankura). These schools had 48 pupils in all, and cost Rs. 14,793, of which Rs. 6,054 was received from Provincial revenues. The cost of these institutions is very high, as it works out at Rs. 308 per pupil as compared with Rs. 96·2 per pupil in similar Government institutions.

Number of Gurus who completed the full course compared with that at the end of the last quinquenium.

371. In 1906-07, 482 gurus completed the course as against 953 in 1911-12. The number of gurus who have completed the full training course and have obtained certificates during the last five years is shown below :—

Division.	Total number of schools on the 31st March 1912.	Number of guru pupils.					Number completing the full course.				
		1907-08.	1908-09.	1909-10.	1910-11.	1911-12.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
(1) Burdwan ...	34	403	458	477	512	511	80	154	192	200	199
(2) Presidency ...	43	516	635	635	573	616	113	185	344	253	130
(3) Calcutta ...	1	13	13	14	11	10	5	7	5	6	2
(4) Patna ...	24	235	318	322	329	341	82	98	169	134	86
(5) Tirhut ...	22	289	318	310	312	311	54	115	131	147	120
(6) Bhagalpur ...	32	373	468	491	490	480	98	155	208	225	190
(7) Orissa ...	21	250	299	302	302	353	50	101	129	134	100
(8) Tributary Mahals, Orissa.	8	50	48	118	123	126	14	16	50	34	46
(9) Chota Nagpur ...	16	148	219	247	250	250	30	40	97	99	80
Total ...	201	2,277	2,776	2,916	2,902	2,998	526	871	1,325	1,232	953

Leakage of Gurus.

372. There can be no doubt that the standard of teaching in the primary schools has improved by the introduction of trained gurus. The weak point of the scheme lies in the fact that a large percentage of the trained gurus who pass through the schools do not return to their primary schools to teach, but take up other employment. The money thus spent in their training is lost to Government. In 1909-10, 1,325 gurus passed out from the schools with certificates of competence, but the number of trained gurus actually employed in schools of all classes only increased by 585. It is thus clear that 740 gurus in that year sought other employment than teaching. Similarly in 1910-11 and 1911-12, 1,232 and 953 gurus respectively obtained certificates of competence, but the increase of trained teachers in actual service amounted to 944 and 521. The result was that during these two years Government lost the services of 288 and 432 gurus whom it took pains to train. The remarks of Mr. Lambert as Inspector of Schools of Burdwan about guru-training schools are quoted in the Annual Report for 1909-10 :—

"These institutions cannot be made sufficiently attractive unless the prospects of gurus trained in the schools improve; at present they are gloomy. The desirability of making sufficient provision for adequately remunerating the gurus when they resume their work after leaving these training schools cannot be overestimated."

373. Mr. Stark's remarks in the Chota Nagpur Annual Report for 1906-07 on this point seem to be eminently *à propos* :—

"Moreover it is very open to question whether gurus joining the schools do so for the *bonâ fide* purpose of becoming more skilful schoolmasters. Some come to end their present precarious and all but vanishing income by making sure of their lodgings and a monthly stipend of four or five rupees for two years. What they will do at the end of the two years' instruction does not cause them immediate anxiety. The latter problem they settle in a variety of ways. For example, some of them get appointments in the offices of the District Boards: one youth whom I knew in Orissa saved in his two years what he would not by any chance have done as a pathsala master,—Rs. 50; and forthwith buying a yoke of oxen and a plough, settled down to cultivate his ancestral field."

Passed gurus are also said to be employed in some numbers as muktears' touts.

Schemes to prevent this Leakage.

374. It was for this reason that the Conference on Rural Schools in 1905 proposed that every guru who passed through a Government training school should be allowed a special stipend of Rs. 2 a month so long as he continued to teach satisfactorily in a school recognized by the Education Department. Another suggestion is the recommendation of the Allahabad Conference of 1911 that no trained teacher should receive less than Rs. 12 a month, and that the trained teachers should be placed in a graded service, and be given pensions, and admitted to a Provident Fund. A considerable concession of this sort is already made in Darjeeling and Bhagalpur, in which districts trained gurus get an extra stipend of Re. 1 monthly.

Recommendation of the Allahabad Conference of 1911.

375. Either of these schemes would be undoubtedly expensive, but additional expense must be faced if we are to keep the guru to his trade and to reap the full benefit of training him. In the Tirhut Divisional Report it is suggested that, besides measures to improve the position of passed gurus, they should be required to enter into an agreement to resume work in their schools on their old rates of pay, subject to the penalty of refunding to Government half the stipend drawn while under training. The objection to this plan is that it has generally been found impracticable to enforce penalties of this kind; in any case it will be time enough to take precautionary measures, when we improve the pay and prospects of trained teachers.

Expense must be faced and some plan must be adopted.

376. When the scheme was first introduced each guru-training school was examined separately by the Deputy Inspector of Schools, and a great variety of standard was the necessary consequence. Orders have been issued that the schools should be examined by a set of papers common to the whole Division, but detailed rules have not yet been framed. Patna, Tirhut, Bhagalpur, Chota Nagpur, and Orissa already have a system of written examination of the gurus for certificates of competence by a set of papers common to the whole Division. The Deputy Inspectors have to conduct the practical part of the examination at the practising schools *in situ*. The Burdwan Divisional Report is silent whether the examination is based on one set of papers for the whole division. The Presidency Division has as yet only arrived at a common examination at a district centre; in future it is proposed to introduce the divisional system.

Final Examination of the Guru-training Schools.

Estimate of the work of Guru-training Schools.

377. The posts of the teachers in the guru-training schools have become pensionable during the quinquennium, and a substantial increase in their pay has been recommended. It is to be hoped that the teachers will attach greater value to their posts, and show greater devotion to duty on this account. There can be little doubt that the general work and tone of guru-training schools have improved. The teaching of subjects like Nature Study, Geography, Drawing, and History is much better than it used to be. From Orissa it is reported that attempts have been made to use the schools as centres for the spread of agricultural knowledge, as many of them possess good gardens, for which the Agricultural Department supplies the seed.

378. It is reported from Burdwan that the passed gurus are well versed in the methods of teaching, but so deficient in general knowledge that they cannot apply the methods properly. This is largely due to the present low standard of admission to the training school. As soon as the pay of primary school teachers is raised, it will be possible to insist on a higher standard of general education on the part of the gurus before they commence their training.

379. As far as the improvement of teaching goes, there would seem to be grounds for perseverance and confidence in the future. Offences against discipline are reported. The cause of these is said to be the fact that the gurus under training are often much older men than their teachers. On this account the Bhagalpur Inspector proposes that no guru under 15 or over 35 years should be admitted to a training school. This would appear to be reasonable.

Training of Female Teachers.

Institutions and Pupils.

380. The Calcutta Hindu Female Training Class was started in September 1908, as a provisional arrangement, in the place of the residential Training College projected by Sir Archdale Earle. It is entirely a *parda* institution, and is at present located in a hired house at Bakul Bagan, Bhawanipur. The number of pupils at the end of the quinquennium under review was 7, and the cost to Government in the year 1911-12 was Rs. 5,211. It is under the charge of Mrs. Surabala Mitter, who was sent to England for two years' training in 1906. Miss Crawford notes that two candidates from the institution passed the Vernacular Teachership Examination, one obtaining a a Senior and one a Junior certificate, both in the first class. As there is an increasing demand for admissions, sanction has been accorded to moving this training class into a larger house, and to providing accommodation for 16 students. A scheme is under consideration for opening in connection with this institution classes for the training of secondary teachers. Such classes are

The Calcutta Hindu Female Training Class.

urgently required, and their introduction will make a further step towards the establishment of a complete training college as originally contemplated.

The Badshah Nawab Razvi Training College.

381. The Badshah Nawab Razvi Training College at Bankipore was opened in January 1909 for the purpose of training Bihari *purda-nishin* women of the better classes, both Hindus and Muhammadans, as teachers. There are 10 Government stipends for Hindu women and 13 for Muhammadan women, including 3 reserved for Shiahs. The institution is called a college, but at present it only turns out primary teachers for girls' schools, who work as peripatetic zanana teachers and *a'tus*. For this reason, its statistics are included under "Training Schools for Mistresses." Each batch of trained teachers leaves the school every two years. The first left in December 1910, and the second, consisting of 10 Hindus and 12 Muhammadans, will be ready in December 1912.

Relations between the Hindu and Muhammadan sections.

The Principal reports that "when they first came to the college, the Hindu and Muhammadan women refused to have anything to do with each other, and would not even come to the college in the same *garis*. Happily this prejudice has been overcome, and the most friendly relations now exist between the Hindu and Muhammadan mistresses, students and pupils."

Hostels.

382. The Maharani of Bettiah lent her house at Patna, and the Muhammadan section of the college resides in it; but there is hardly room for the college students and practising school boarders. The Maharani also gave Rs. 10,000 to build a hostel in the same compound for Hindus. Till this hostel is built, the Hindus live in a hired house. This house is in Mosallahpore, 2 miles from the college, and cannot be properly supervised on account of its distance from the Principal's residence.

Attainments of the Students.

383. The Principal regrets the deficiency of the attainments of the students—

"To expect all these women to be trained teachers at the end of two years is absurd. All we can do is to teach them the rudiments, writing and arithmetic, and hope that at the end of their training they will be a little better than they were when they joined the college. If any encouragement is needed in the work, it is found in the eagerness of the women students to learn, and their absolute earnestness in all their studies."

Staff of the Badshah Nawab Razvi College.

384. The Principal is Miss J. Parsons, B.A., and Teacher's Diploma in Pedagogy, London University, assisted by Miss Pal, B.A., Allahabad, and Anglo-Vernacular Teacher's Certificate, Central Training School, Lahore, and Miss A. Solomon, F.A. (Allahabad), and trained at Central Training School, Lahore. Besides these two institutions under Government management, there are ten other training classes for primary female teachers under missionary management, and one attached to the Victoria Institution. The United Missionary College at Ballygunge had 27 pupils in residence, and a practising school containing about 150 boys and girls. In 1911-12 it received a Government grant of Rs. 4,400 and a grant of Rs. 390 from the Calcutta Municipality. The Lee Memorial had 15 pupils and received Rs. 2,128 from Government. The Free Church Training Class had 10, and received Rs. 1,288 from Government. The German Evangelical Lutheran Mission Training School at Ranchi had 16 pupils on its rolls, and received Rs. 1,105 from Government. The S. P. G. Training School for Mistresses had 13 pupils, and received Rs. 1,980 from Government. There are 3 other female training classes reported from Bankipore, Cuttack, and Balasore.

Training Classes under Missionary management.

385. In 1911-12 the total number of institutions was 13 with 149 pupils against 18 institutions and 291 pupils in 1906-07. The statistics of pupils in 1906-07 appear to have included in some cases practising schools, as 11 boys were returned as attending them. The diminution in the number of institutions is to be explained by several mission training classes being combined into the United Mission Training College at Ballygunge.

Examinations.

Examination statistics of Senior and Junior Vernacular Teachership Examinations.

386. The United Missionary Training College passed 10 out of 21 candidates at the Senior Vernacular Teachership Examination. The Free Church passed 6, the Lee Memorial 4, and the Government Hindu Female Training Class 1.

For the Junior Vernacular Teaching the United Missionary College passed 17 out of 55 successful candidates; the Church of England Normal Krishnagar passed 11; the Baptist Mission, Cuttack, 11; the American Mission, Balasore, 9; the Wesleyan Mission, Bankura, 5; the Lee Memorial 1; and the Government Hindu Female Training Class 1.

With the exception of the Scandinavian Mission Bengali Training Class for Sonthali girls at Benagoria, Sonthal Parganas, which is now closed, the Bihar Training Classes have not sent up candidates for these examinations since their institution in 1907.

Conditions of Entry for the Teachership Examinations.

387. To go up for the Senior examination candidates must have read for a whole year in Standard VI, and for the Junior a similar length of study in Standard IV is required.

The Syllabus for these Examinations.

388. As remarked in paragraph 367 of the last Quinquennial Review, the syllabus for these examinations differs markedly from the courses till recently followed in vernacular training schools for men—"It aims at giving the students not merely some practical experience of the work which they will subsequently have to undertake, but also at making them think for themselves about the problems which must confront every teacher." The junior candidate has to give an object lesson and a drill lesson before the examiner; whilst the seniors have to submit notes of lessons on three different subjects, of which an object lesson and a kindergarten lesson must be two, and to give one of the lessons on which notes have been prepared before the examiner. No student can gain the senior certificate unless she has been for one month at least in charge of a class, for the work and general management of which she has been entirely responsible.

Elementary Training for Female Teachers.

Training Schools for Schoolmasters' Wives and Hindu and Muhammadan Widows.

389. There were four elementary training schools maintained by Government, and intended to train schoolmasters' wives and Hindu and Muhammadan widows to teach in village girls' schools. They proved failures, and were abolished at the recommendation of both the Inspectresses.

Supplementary Method of educating Elementary Female Teachers.

390. Miss Honeyburne reports that the training classes for Hindu and Muhammadan women in Palamau and Bhagalpur have been abolished as useless. Instead of them, 11 small stipends have been given to the female relatives of approved gurus in Palamau and Bhagalpur, on condition that the gurus educated them with a view to their becoming teachers in village girls' schools. In the Tirhut Divisional Report it is noticed that the system also prevails in Darbhanga. There is a conflict of opinion between the Inspectress and the Inspector of Schools, Chota Nagpur, as to the merits of this system.

Limitations of Missionary Educational Work.

391. Training classes under missionary management aim at training Christian teachers for their own schools, and it can never be hoped that Hindu and Muhammadan girls of an age suitable for training will ever be allowed to be trained at missionary institutions. If female education is ever to be a success, it is Hindu and Muhammadan female teachers that are necessary, and, for want of them, girls' schools under Indian management make little progress. It is to the increase of schools like the Hindu Female Training Class and the Nawab Badshah Razvi College that we must look if this want is ever to be satisfied.

An agency is wanted with Female Teachers and a careful observance of the *Parda* System.

Some means of training Secondary Teachers also wanted.

392. The previous remarks on the training of female teachers in this chapter have had reference to primary education only, but as was pointed out in the chapter on the Education of Indian Girls and Women, it is necessary to provide means for training secondary teachers also. Trained secondary teachers are wanted most urgently in connection with the education of Brahmo and Christian girls who at present form almost the entire bulk of those who proceed beyond the primary stage. If however in addition, it were possible to train a number of orthodox Indian ladies for secondary work and thus make them available for the purpose of tuition, there would be a much greater likelihood of persuading Indian parents to allow their girls to proceed to a higher stage of education. Proposals are now being formulated for the opening of a secondary section of the Government Female Training Institution in Calcutta.

Expenditure.

Expenditure on training Female Primary School Teachers.

393. In the year ending 31st March 1912 the expenditure on training female primary school teachers including the cost of the Nawab Badshah Razvi College, which is really only a training school for primary school mistresses, was Rs. 58,254. The sources from which this expenditure was derived were subscriptions and endowments Rs. 25,957; municipal grant Rs. 390; fees Rs. 2,962; and Provincial revenues Rs. 28,945. In the year ending 31st March 1907 the corresponding expenditure on training schools for mistresses was Rs. 32,472. The sources from which this expenditure was derived were the following: subscriptions and endowments Rs. 10,665; fees Rs. 3,189; District Funds Rs. 64; Provincial revenues Rs. 18,554.

CHAPTER VII.

PROFESSIONAL OR TECHNICAL COLLEGES AND SCHOOLS.

The Scope of the Chapter.

Introductory.

394. The statistical tables class as professional colleges and schools those which provide instruction in Law, Medicine, Engineering, and Agriculture, and also those which have for their object the training of teachers. Teachers' training colleges are dealt with in a separate chapter; the other four subjects are dealt with in this chapter, and with them are grouped the institutions which give instruction in Veterinary Science, Art, and Commerce.

Difference between this and the last Bengal Quinquennial Review.

395. A slightly different arrangement has been followed from that adopted by Mr. Hornell in the last Quinquennial Review, in separating professional or technical from industrial education, and in dealing with them in separate chapters.

Law.

Law Colleges and Classes.

Closing of the Bachelor of Law Classes in Government Mufassal Colleges.

396. Before the days of University reform, the Hooghly, Krishnagar, Ravenshaw and Patna Colleges, and certain other private colleges were affiliated to the University in law, and students were prepared for the Bachelor of Law examination at the law classes attached to these colleges. The Government law classes were established and had been conducted on the footing that they should pay their way without any expense to Government. The new regulations insisting on an increased number of lectures, the provision of law libraries for students, the lengthening of the Bachelor of Law course of studies from two years to three, the interposing of a preliminary examination, and the raising of the examination to a higher standard, no longer permit of the lectures being continued on a self-supporting basis. It was debated whether the classes should be improved and extended at the expense of Government to meet the requirements of the University, or abolished. It was eventually determined to close all the Bachelor of Law classes under the old system in Government colleges, after the B. L. examination of 1908. Instead of them, the University Law College was started in 1908 and the Patna Law College in 1909. As regards present colleges, B. L. classes continued to exist only at the Ripon College and the Tej Narayan College, Bhagalpur.

Colleges which still keep up B. L. Classes.

University Law College.

397. The University Law College was started in 1908 with a whole-time Principal, 3 Professors, and 8 Assistant Professors. On the 31st March 1912 it had 639 students. For 1911-12 the cost was Rs. 61,947, of which Rs. 23,500 came from Provincial revenues.

Patna Law College.

398. A Government Law College was opened at Patna in July 1909 with a whole-time Principal and four Lecturers, and an additional Lecturer for pleadership students, who is paid from fees. On the 31st March 1912 it had 41 B. L. and 30 pleadership students. For 1911-12 the cost was Rs. 22,371, of which Rs. 16,225 was contributed by Government.

Orissa Law Scholarships.

399. To provide for the legal training of students from Orissa six scholarships of Rs. 30 a month, tenable for two years at the University Law College or the Patna Law College, were instituted.

Two Examinations now to be passed for the Degree of Bachelor of Law.

400. Both colleges train students for the Bachelor of Law degree of the Calcutta University, for which there are now two examinations to be passed, the Preliminary and the Final. The University proposes to introduce an Intermediate examination between these two. Ample provision has been made in both colleges for law libraries, reading rooms, regular tutorial assistance, and the holding of moot courts.

Equipment of the Colleges.

Pleadership Students.

401. Connected with the question of the abolition of the law classes was that of the provision of instruction for the Pleadership examination, as pleadership students were admitted to the law classes, to enable them to satisfy the condition imposed on them by the High Court, that they should attend a full course of law lectures at a college affiliated in law to the Calcutta University.

402. In view of local needs, pleadership classes have been revived at Hooghly, Krishnagar, and Cuttack, and the Patna Law College has also started pleadership classes. The City, Ripon, and Metropolitan Colleges, Calcutta, the Midnapore and Berhampore Colleges, and the Tej Narayan College, Bhagalpur, continue to hold these classes as before.

Pleaders' Survey Examination.

403. This examination was started in 1901, and must be passed by pleaders who desire to qualify themselves for the execution of commissions under section 392 of the Criminal Procedure Code. The pleaders' attainments in surveying were so limited, that a new scheme was brought into force from April 1910, by which classes for practical instruction in surveying, lasting for six weeks, were to be opened in January and February 1911 at the Civil Engineering College, Sibpur, the Bihar School of Engineering, Bankipore, the Dacca School of Engineering, and the Cuttack Survey School. For want of applicants no classes could be held at the Bihar School of Engineering or at the Cuttack Survey School. The first examination under the new scheme was held in February 1912, and out of 24 applicants 5 passed. There were three cases of cheating, which were dealt with by the Examination Board.

Medicine.

404. There is nothing said about medicine in the annual reports since 1907-08; but the Medical College, the Campbell Medical School, the Temple Medical School, and the Cuttack Medical School statistics are still given along with the other educational statistics. The Medical College prepares students for the Bachelor of Medicine degree and the L. M. S. diploma of the Calcutta University. On the 31st March 1912, 680 students were on its rolls. The medical schools train students for the Licensed Medical Practitioner diploma, or for the appointment of Sub-Assistant Surgeon in case they enter Government service. On the 31st March 1912 they had 1,848 students on their rolls. There is a medical institution at Belgachia, with 543 pupils, kept up by the Calcutta Medical School. This remains as yet unrecognized by Government.

Engineering.

The relation between Engineering College and Schools and the Public Works Department.

405. The Public Works Department is divided into three branches,—the Engineer, the Upper Subordinate, and the Lower Subordinate Establishments. The Engineer Establishment is divided into the Imperial and Provincial Services, differing in pay and in conditions for leave and pension. The Imperial Service is recruited in England; the Provincial in India. The Upper Subordinate Service consists of Sub-Engineers (three grades), Supervisors (two grades) and Overseers (three grades), all entirely recruited in India. The Lower Subordinate Service is made up of Sub-Overseers.

The Public Works Department Establishment.

Civil Engineering College, Sibpur.

406. The Engineer Department of the Sibpur College prepares students for the Engineer branch of the Public Works Department. The standard of the whole and of a certain portion of the Apprentice Department is that of the Upper and Lower Subordinate branches of the Public Works Department. The course of the Apprentice Department has three stages—

The Organization of the Sibpur College and its relation to the various Branches of the Public Works Department.

(1) The two years' Sub-Overseer's course, with the examination for Sub-Overseers at the end of it.
(2) The one and a half year's course, with the examination for 3rd grade Overseer's certificates at the end of it.
(3) The one and a half year's practical training, with an examination at the end of it, after which certificates as Foreman Mechanic and Sub-Engineer, or of simple Foreman Mechanic, are given according to proficiency.

Students in the various Departments.

407. On the 31st March 1912, there were 319 students of all classes on the rolls of the college. The numbers in the various departments were 95 in the Engineer Department, 181 in the Apprentice Department, 10 in the Industrial Chemistry Department, and 33 in the Artisans classes. Compared with the number at the close of the last quinquennium, the total number of Engineer students on the rolls has increased by 1, the Artisans by 18; the Apprentice students have fallen off in number by 52, the Agricultural class has ceased to exist, and the Industrial Chemistry class is a new one. The total number of Muhammadans attending the college on the 31st March 1912 amounted to 5 only. Of these, 4 were in the Artisan classes. This number is exactly the same as at the end of 1906-07. The Europeans and Eurasians in both departments numbered 27 against 46 (including 1 in the Agricultural Department) on the 31st March 1907.

408. The number of students in the various departments at the college on the 31st March 1912 was as follows:—

	Engineer Department.	Apprentice Department.	Artisan Department.	Dyeing Class.	Total.	Residing— In college hostels.	Residing— With guardians.
Europeans ...	2	25	.....	.....	27	25	2
Hindus ...	90	156	29	10	285	251	34
Muhammadans ...	1	.....	4	.....	5	1	4
Burmese ...	1	.....	.....	.....	1	1	.....
Native Christians ...	1	.....	.....	.....	1	1	.....
Total ...	95	181	33	10	319	279	40

Telegraphists temporarily attached to Sibpur.

409. In October 1908 the Government of India authorized the deputation of selected telegraphists to Sibpur for training as Sub-Assistant Superintendents of Telegraphs. They have a six months' course in (*a*) trigonometry and surveying; (*b*) drawing and plotting; (*c*) calculation of stresses and strains, including a short course in the mechanical laboratory. The numbers attending have been as follows:—

1908-09	3
1909-10	8
1910-11	4
1911-12	6

Special Students.

410. During the quinquennium, persons who have no desire to compete for Government posts, but wish to be trained in the higher branches of Engineering, have been admitted as special students.

Qualifications for admission of Students.

411. Engineer students who wish to proceed to the B. E. degree must have passed the Intermediate in Arts or Science Examinations in the first or second divisions, but many of them are B. A's. or B. Sc.'s. In the Apprentice Department the qualification is the Junior Cambridge Local, or Middle School Examination, or Supplementary Industrial Examination of Elementary Schools for Europeans or Eurasians, and the Matriculation Examination for Indians.

Expenditure.

412. The total direct expenditure on the college during 1911-12 amounted to Rs. 2,33,304. The cost to Provincial revenues was Rs. 2,04,932. The figures include a special grant of Rs. 12,230 spent on the equipment of the Tinctorial Chemistry Department and the improvement of the Workshops. The proportion met by fees and other receipts was Rs. 28,372. A special grant of Rs. 50,000 has been made to Sibpur out of the Delhi grant. In 1906-07 the expenditure was Rs. 2,22,981. The cost to Provincial revenues of the college was Rs. 1,92,618. The proportion met by fees and other receipts was Rs. 30,363.

413. The Intermediate examination in Engineering is now taken at the end of the second, instead of the third year of the course, and the major portion of the mathematics and science has been removed to it. The result of this is that greater attention can be paid to the professional engineering subjects, as two years after the Intermediate examinations instead of one remain for studying them. The percentage of successful candidates at the Bachelor of Engineering examination has thus increased, but the Intermediate examination has become harder. In 1909-10, 39 candidates appeared but only 16 passed; in 1910-11 the corresponding figures were 33 candidates and 11 passes. Most of these failures obtained minimum pass marks in each subject, but failed in the aggregate.

Changes introduced by the new Regulations of the Calcutta University.

B. E easier; I. E. stiffer.

414. After passing the Intermediate examination the student has according to the University regulations a choice between three parallel courses for the degree of Bachelor of Engineering—

Three parallel courses for the B.E. after the Intermediate.

(1) Civil Engineering.
(2) Mechanical and Electrical Engineering.
(3) Mining Engineering.

No provision has, however, yet been made at the college for instruction in the latter two branches.

415. The first I. E. examination of the new standard was held in 1909, and the first B. E. examination was held in 1911; and all those who had been trained by the new syllabus, in both the third and fourth year classes, passed. The Principal notes that the period of transition is now over, as there was no candidate for the Licentiate of Engineering examination in 1912. The college course of training is that, besides the theoretical work, for the first year the students attend the carpentry shops; for the second the smiths' shop; for the third, the pattern-making and foundry shop; for the fourth, the fitting shop. The fifth year is devoted to practical training, at the end of which the college certificate is awarded.

Introduction of the new Standards.

416. A certain number of students who have passed the examination for the degree of Bachelor of Engineering in the Civil Engineer course are sent annually for training to the Public Works Department, and, at the end of their practical training, they compete for the guaranteed post of Assistant Engineer at a practical examination held by the Public Works Department. Other students are attached for their practical training to the office of the Sanitary Engineer to be trained as Municipal Engineers, to Railways, to Machinery and Electrical works, and to Mines. A similar course is followed with the Apprentice students.

Practical Training.

417. The first practical examination under the revised scheme was held at Purulia in the week beginning 20th November 1911, and the guaranteed appointment of Assistant Engineer, Public Works Department, was awarded to Mr. Albert J. King. Twelve appointments were also awarded in the Upper Subordinate branch of the Public Works Department. The nominees included two students of the Apprentice Department.

Public Works Department Practical Examination.

418. In 1911-12, 19 candidates appeared for the B. E. and 16 or 84·2 per cent. passed; 31 appeared for the I. E. and 31 or cent. per cent. passed. In 1906-07, 23 candidates appeared for the B. E. and 14 or 60·8 per cent. passed; 19 appeared for the F. E., of whom 11 or 57·8 per cent. passed. During the quinquennium under review 93 students were presented for the B. E. examination, of whom 66 or 70·9 per cent. passed. For the F. E. and I. E. examinations 131 students were sent up, of whom 80 or 61·06 per cent. passed.

B. E. and I. E. results in 1911-12 compared with those of 1906-07.

419. The Sub-Overseer and Overseer examinations have been since March 1909 entrusted to the Joint Technical Board. There has been a great increase in the number of students appearing at these examinations, owing to the development of the Schools of Engineering and the affiliated Technical Schools. The examinations occur in the middle of the session, and the work of the Overseer classes has to be interrupted till the admission of the candidates who have been successful at the Sub-Overseer examination is completed. This difficulty may be overcome by taking the examination to the end of the session. The Overseer examination will be in future conducted in two branches: (1) Civil Engineering, (2) Mechanical and Electrical Engineering. New classes for the latter branch have been started at Sibpur and the Dacca School of Engineering.

Interruption in the work of the Overseer Classes.

Examination results.

420. The following statement compares the Examination results during the quinquennium under review:—

	Second year.			Fourth year.						Certificates earned by the Apprentice Department students.						
				Civil.			Mining.			Sub-Engineer.		Upper Sub-ordinate.		Mining Diploma.	Overseer, 3rd grade.	Sub-Overseer.
	Present.	Passed.	Per cent.	Present.	Passed.	Per cent.	Present.	Passed.	Per cent.	Civil.	Electrical.	Civil.	Electrical.			
1907-08	50	42	84·0	35	27	77·1	5	5	100·0	1	1	24	12	...	5	9
1908-09	45	20	44·4	36	7	19·5	2	1	50·0	1	1	14	9	1	...	15
1909-10	51	22	43·1	54	40	77·7	6	6	100·0	...	2	...	7	6	...	15
1910-11	55	25	44·4	25	14	56·0	6	5	83·3	...	...	19	16	5	2	6
1911-12	59	38	65·2	28	17	60·7	5	4	80·0	...	1	3	11	5	...	...

Mining Department.

421. The starting of courses of instruction in mining was primarily due to the recommendations of Mr. Collin, who was in charge of the Bengal Industrial Survey of 1890, but the actual system now followed at Sibpur was not introduced until the year 1906.

Description of the Mining Course.

422. A student has first to pass the Sub-Overseer examination, and is then put through a two years' course—(first year) geology applied to mining, mining engineering, in coal and metal mining; (second year) descriptive mineralogy, and more advanced mining engineering, and coal and metal mining.

Its relation to the Certificates of Competency required under the Indian Mines Act, 1901.

423. Each year the students camp for about six weeks in the mining districts, and receive practical training in mining and mine surveying. Under the Indian Mines Act, 1901, certificates of competency are required. These are of two grades. For a first class certificate a man must be at least 23 years of age and have five years' mining experience. For a second grade certificate a man must be 21 and have three years mining experience. The possession of the Sibpur Mining Diploma, may, with the permission of the Board of Examiners, exempt the holder from two years of the mining experience required.

Present Constitution of the Classes.

424. The session of 1911-12 commenced with a total roll of 16 students, of whom 9 were in the third year class, 3 being special students (scholarship-holders), and 7 in the fourth year, 4 being special students (scholarship-holders). The scholarships were required to pay the necessary expenses at Sibpur, and were given at the rate of Rs. 150 a month for Europeans, and Rs. 50 a month for Indians. At the Diploma examination of 1912, 5 were successful, 1 being a special student.

Abandonment of the scholarship System.

425. The lack of elementary education in the special students, recruited from among the young men employed for at least two years in the mines, was brought last year to the notice of Government by the Professor of Mining. The Mining Association and Government, in whose joint gift the scholarships were, decided to stop them.

Calcutta University B. E. Degree in Mining.

426. It has has been proposed to start a course of training at Sibpur for the Calcutta University B. E. degree in Mining; but it is unlikely that this proposal will be carried out in view of the contemplated removal of the Mining Department of Sibpur College to Asansol, and the adverse opinion generally expressed as to the utility or at least the opportuneness in this country of the University instruction in mining.

Mining instruction in the Mining Districts.

427. The mining classes at Sibpur have been supplemented by lectures at Sijua and Jherriah in the Jherriah district, and at Charanpur and Deshergarh in the Raniganj district, given by the Mining Instructor, dealing with a course of instruction approved by the Mining Advisory Board, which was constituted in 1904. It was reported that the usefulness of these lectures is lessened by the insufficient knowledge of English possessed by the audience. Those lectures are intended for persons already working in the mines, and those

who attend 50 per cent. of the lectures are examined for certificates. There are local committees at each centre, who make arrangements for the lectures and endeavour to secure a good attendance.

428. Colonel Atkinson and Mr. Dawson, in their report on Technical Education quote the following remarks of Sir Thomas Holland's with reference to the Sibpur mining classes:— Sir Thomas Holland's Criticism of the Sibpur Mining Classes.

"It is evident that the apparent failure of the mining classes at Sibpur and the marked success of the evening classes on the coal fields are due to the facts that very few students can afford to take a full-time course in such a college, and that those who take such courses are less likely to succeed than the ordinary mine apprentice, who supplements his practical training with just enough of scientific principles to form a wholesome blend. Day mining classes such as are established at Sibpur would just as conspicuously fail, if the college were at Asansol. People generally seem to be unaware of the fact that there is the same contrast in England between our University classes and our evening technical school classes in mining. From the point of view of attendance, the University mining classes at Newcastle, Sheffield, Leeds, and Manchester are failures, whilst evening classes are crowded in all mining districts."

In view of the above criticisms, it is well to recall the recommendations of the Committee of 1904 which led to the formation of the Sibpur classes. This Committee strongly advocated the proposal made by Sir Thomas (then Mr.) Holland, who as Director-General of the Geological Survey naturally took a leading part in the proceedings, that Sibpur College should be utilized as the centre where instruction in mining should be imparted on revised lines. The only dissentients were Mr. Stonier and Mr. Grundy, then Chief Inspector and Inspector of Mines respectively, who were of opinion that a special School of Mines should be opened at some selected centre in the coal field. The soundness of their condemnation of Sibpur as a suitable location for mining classes, has been amply established by the experience which has been gained, since the Sibpur classes were instituted in the year 1906. Sir Thomas Holland has apparently now receded from the position he held in 1904, and at present places his faith entirely in evening classes. As will be seen from the quotation given above, he is opposed to day classes for instruction in mining, whether these be located in an Engineering College or in a special School of Mines situated in the coal fields. The bulk of expert opinion is, however, against this view, so far as the latter project is concerned. Perhaps the most authoritative pronouncement on the subject is that which was recorded at a meeting held on the coal fields on the 16th February 1912, at which Colonel Atkinson, the Chief Inspector, and another Inspector of Mines and thirteen influential representatives of coal mining interests were present. The unanimous conclusion arrived at at this meeting, which was recorded as representing the weight of opinion of the whole coal fields, was that, in addition to night classes at various centres in the coal fields, a School of Mines should be established at Asansol. This is likewise the view of the Mining and Geological Institute, the Mining Advisory Board, and the Committee appointed by Government in January 1912 to consider the question of a Technical Institute in Calcutta. Moreover, so long ago as 1904, the proposal was fully discussed in a valuable note by Mr. Orange, then Director-General of Education, and received his entire support. The Indian Mining Association is less hopeful as to the prospects of success of a School of Mines at Asansol, and is inclined to attach more importance to the further development of the evening classes at selected centres. These classes, which were established at the same time as the department for mining instruction at Sibpur, have proved a greater success than the latter, chiefly because they were more suited to the actual existing wants of the mining industry. The system of instruction there given is however very incomplete, and is in need of considerable improvement, even with regard to the limited purpose which they are intended to fulfil. But quite apart from the continuance of these classes, it will be seen from what is stated above, that there is a strong preponderance of opinion in favour of a special School of Mines at Asansol. When it is remembered that it is proposed to combine this school with a technical institute of a more general character, for which there is independent justification, especially owing to the existence of a large railway centre at Asansol, the arguments in favour of the establishment of an institution of this kind will be seen to be overwhelming. The question has been treated here at what may seem to be unnecessary length; it is a matter, however, of

very great importance, in view of the necessity of arriving at an early decision with regard to the future of mining instruction in Bengal, which has arisen from the impending removal of Sibpur College. The general conclusion appears to be that provision should be made both for a central institution at Asansol and for a more efficient and more extended system of instruction, through evening classes in selected localities, than is given at present. It is moreover evident that the introduction of University instruction in Mining Engineering would be at least premature for the present, if not entirely inadvisable.

Electrical Department.

429. The Electrical branch was started in 1897. Formerly students had to pass through the ordinary four years' course for Public Works Overseer students, and then specialize in electricity for 15 months. When the Joint Technical Examination Board was formed, opportunity was taken to arrange for a bifurcated course, the first two years being general, and the last two specializing in mechanical and electrical engineering. Mr. Everett considers that, for those who wish to take electrical engineering, surveying should be cut out of the Sub-Overseers' course, and that the drawing should be mechanical and electrical. From 1897 to 1901 there were on an average 3 students in the class every year. At present the average is about 12. Fifteen senior students left in June and July 1911 after completing their training. The junior batch consisted of 12 students who had passed the Sub-Overseer examination of the Joint Technical Board, and 3 who had passed the Mining Diploma examination. The students receive practical training in electric wiring and testing and in running the electrical machinery of the college both for power and light. The opening of a class, teaching the Calcutta University B. E. course in mechanical and electrical engineering, is under consideration.

Tinctorial Chemistry.

Department of Industrial Chemistry.

430. This is a new development at Sibpur started in 1910. At the commencement of the session 1911-12 there were 10 regular students in the Department of Tinctorial Chemistry under the charge of Mr. R. N. Sen, a Calcutta M. A. who took his M. Sc. degree at Leeds University. There were 6 in the first year and 4 in the second year class. Of these, however, 3 dropped out from the first year class,—2 on account of health. Later on 3 more students joined the first year class from the Weaving Institute after their final examination in January. Recently 1 student from the second year class has left as he has secured an appointment in Dr. K. C. Bose's Technical Laboratory. One applicant connected with some bleaching and dyeing works at Maniktala took admission as a special student last year to learn cotton-bleaching and Turkey Red dyeing. He has finished his course and set up a bleaching and dyeing factory of his own. Another applicant from some textile business in Calcutta is studying at Sibpur. The first batch of students will pass out after the Diploma examination in November 1912.

Branches which have been discontinued.

431. The Motor Driver Mechanic class was opened in July 1907 as an experimental measure, and was on the recommendation of a Committee appointed by Government to consider the question closed in 1910, after having been three years in existence. It was felt that there were sufficient opportunities for learning the practical work of a chauffeur in the various workshops, which have been established in Calcutta in connection with the motor car industry. Thirty certificated motor mechanics were trained during the three years the class existed, and they had no difficulty in obtaining remunerative employment.

Agricultural Class.

432. The last Diploma examination was held in November 1909; the classes at Sibpur were then closed and transferred to the new Agricultural College at Sabour near Bhagalpur.

Changes in the internal organization of the College.

The Governing Body.

433. The Governing Body is constituted as follows:—

Ex-officio Members.

The Member of Council in charge of Education—*President.*
The Secretary to Government, Public Works Department, Roads and Buillings—*Vice-President.*
The Director of Public Instruction.
The Chief Inspector of Mines.
The Superintendent of Industries.
The Principal—*Secretary.*

Nominated members.

Two Professors of the College.
Two non-official members of the Board of Visitors.

434. The duties of the Governing Body have been noted in the chapter on Collegiate Education and in the section on Decentralization of Powers in the chapter on Controlling Agencies. With regard to the Governing Body the Principal remarks—

"The real practical benefit that the appointment of the Governing Body has effected, so far, is in the control and disbursement of the college budget. It has been much easier to adjust savings and excesses under various heads at the end of the financial year. To assist in the control of the accounts, the Governing Body has appointed a Finance Committee consisting of the Principal, one Professor, and one non-official member of the Board of Visitors. These meet periodically, examine the accounts, and report to the Governing Body. A further improvement that the Governing Body have been the means of effecting is in persuading Government to sanction an annual audit of the accounts of the Principal's office at the college. I am hoping that this will result in some simplification in the form of accounts, specially as regards the workshops, which have far more in common with Public Works than with Civil Accounts."

Finance Committee of the Governing Body.

Annual Audit.

435. The Principal suggests that the drafting and alterations of rules for admission might be entrusted to the Governing Body, to save the time taken by constant references to Government.

Rules for Admission.

436. The Board of Visitors has been enlarged and reconstituted since the 1st of March 1908. Up to that date it had remained as originally constituted in 1880.

Board of Visitors.

437. The Principal's remarks on this point are quoted in full:—

Purchase of Scientific Apparatus direct.

"The sanction given by Government to the placing of orders for scientific apparatus by the Principal direct with the manufacturers in Europe and America has very much facilitated supply and has been a real boon to the college. The present difficulties in this matter are concerned more with the conduct of the business with the firms. In some instances they wish for payment in advance; to meet such cases the Accountant-General gave me permission to draw up two-thirds of the estimated cost on abstract bills in advance; this worked satisfactorily. Unfortunately a fresh Accountant-General has been appointed who declines to pass any bill for payment until after the supply of the article. It appears to me that the former procedure is the proper one. Methods of accounting and audit should be adapted to the actual conditions of business, rather than an attempt be made to force business to follow certain hard-and-fast lines because of unsuitable rules of audit. Generally better terms can be obtained for cash payment. It is rough that the college grants should be deprived of the benefits of lower prices."

438. With regard to the qualifications of students joining the college, the Principal points out that—

Drawing and other subjects to be learnt before coming to Sibpur.

"So far as ensuring that students on joining the college shall possess some knowledge of Drawing, the new rules have so far proved a failure and need modification. The University has ceased to recognize that Drawing has any educational value; it is no longer even an optional subject at the Matriculation; less and less attention is paid to it at the schools and colleges, especially by the students, and more work is thrown on the Drawing classes at this college. We have not yet reaped any real benefit by the introduction of the new Intermediate courses in Physics and Chemistry. Some of our students have done no Chemistry, so we still have to teach the whole courses introductory to Technical Chemistry and Applied Physics. In my opinion, the Principals of Arts and Science Colleges should demand from students admitted to their college after Matriculation, some statement of their future object in life, and those who wish to become Engineers should be made to take Physics and Chemistry and to learn Drawing."

The remarks of the Principal, on the subject of Drawing, show that he has not appreciated the object of the University in withdrawing this subject from the Matriculation examination. The University, it need hardly be said, is fully aware of the educational value of Drawing, but this is a very different matter from recognizing it as a test of fitness for entrance to a University. As a matter of fact, it is still a compulsory subject in schools controlled by the Department, and were the Principal to insist on the strict observance of the rules relating to the qualifications in Drawing of candidates for admission to the college, there is no doubt that the latter would pay more attention to the subject than they appear to do at present.

439. The Principal is of opinion that the practical training of pupils entrusted to them is somewhat perfunctorily performed by the authorities of the Public Works Department, with injurious effect on the character of the

Training.

pupils concerned. He appeals for greater individual attention to the pupils, so that it should not be so easy for unsuitable men to get on the permanent staff as it is at present. He contrasts the position of ex-students in the Public Works Department with that which they occupy on railways and with private firms, and points out that in the latter case they do not enjoy "the soothing feeling of security of tenure," and have much more motiv eto exert themselves. In other words, as Colonel Atkinson, Principal, Rurki College, and Mr. T. S. Dawson, Principal of the Bombay Victoria Technical Institute, put it, they are not made "to take off their coats and work their way up." These gentlemen adversely criticised the training given at Sibpur, because "Upper Subordinates undergo the training of Lower Subordinates as well as their own course. For an Upper Subordinate a two years' training is enough, but it should be different from that given to Lower Subordinates. The present plan at Sibpur involves waste of time and money and the energies of the staff. Also the B. E. students are educated far above the requirements of most of them, as many have to accept Overseerships and similar posts, owing to the paucity of higher grade appointments."

Staff in 1911-12 compared with that in 1906-07.

440. During the quinquennium, the post of Supernumerary Professor of Chemistry and those connected with the Agricultural Department have been abolished. The post of Office Superintendent and Bursar, alluded to in the last Quinquennial Review, was abolished at the end of 1910-11. The following new posts have been created:—

(1) Demonstrator, Physical Science.
(2) Demonstrator, Chemistry.
(3) Demonstrator, Electrical Engineering.
(4) Demonstrator, Mathematics.
(5) Professor of Tinctorial Chemistry.
(6) Assistant to the Professor of Tinctorial Chemistry.
(7) Additional Teacher of Drawing in the Apprentice Department.
(8) Accountant.

The Ranchi Scheme.

441. The first part of the history of the quinquennium is dominated by the question whether the college was to be removed to Ranchi or not. Till this was settled, no other points in connection with the organization of the college could be decided. The scheme for removal was approved by the Government of India towards the beginning of the period under review, and an extensive and suitable site was acquired for the location of the college. Before, however, the detailed plans and estimates required by the Secretary of State were complete, serious criticisms had been advanced with regard to several features of the scheme. Especially was attention called to the inappropriateness of locating such important branches of technical education as Mechanical Engineering, Electrical Engineering, Industrial Chemistry, and Mining Engineering at a mufassal station far removed from the centres of their respective industries; and a modification of the original project had already been practically decided on, even before the reconstitution of the Province of Bengal made a reconsideration of the whole question inevitable. The matter was finally referred by Government at the beginning of the present year to a large and representative Committee for consideration; and though a definite decision has not yet been arrived at, the probabilities now are that, in accordance with the general tenor of the recommendations of the Committee, a Technological Institute will be established in Calcutta, the Mining Classes will be moved to Asansol, and the Civil Engineering Department to a residential college in the mufassal, most likely in connection with the Dacca University.

Bihar School of Engineering.

Organization.

442. The Bihar School of Engineering teaches the whole of the Overseer course, and its curriculum covers the same ground as that covered by the Apprentice Department of the Sibpur College. There is also a one year's course for the training of Amins (Surveyors).

Numbers.

443. The school session opens in July. In 1911 there were 188 students at the school including 39 pupils in the Amin class. Of these, 103

were Biharis, 60 Bengalis, and 25 others. By religion 162 were Hindus, 25 Muhammadans, and 1 Christian. The following statement compares the number of students on the rolls during the quinquennium:—

Class.	July 1907.	July 1908.	July 1909.	July 1910.	July 1911.
First year ...	58	60	67	50	40
econd year.	46	49	52	58	60
Third year...	25	24	26	21	28
Fourth year	19	15	12	16	21
Amin class	44	37	31	38	39
Total ...	192	185	188	183	188

Expenditure.

444. The total expenditure on the school amounted in 1911-12 to Rs. 53,216. It shows an increase of Rs. 7,084 over that of 1906-07, which is to be accounted for by the increased number and better pay of the teaching staff. The income and expenditure during the quinquennium under review is shown below:—

Year.	Provincial Revenues.	Fees and Fines.	District Boards.	Sale-proceeds, etc.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1907-08 ...	32,396	5,149	3,181	2,456	43,182
1908-09 ...	34,078	5,314	3,395	2,054	44,841
1909-10 ...	36,177	5,665	3,653	1,970	47,465
1910-11 ...	36,896	6,803	3,586	2,021	49,306
1911-12 ...	39,657	7,388	4,391	1,780	53,216

Examinations.

445. During 1911-12, 21 candidates appeared at the Overseer examination, of whom 12 passed, and 55 at the Sub-Overseer examination, of whom 34 passed. At the Amin Class Annual Examination held in April 1911, 30 candidates appeared, of whom 26 passed. There is a system of monthly examinations. If students do not qualify at these, they cannot appear at the annual examinations, the passing of which is the only avenue to promotion to the next year of the course.

The Bihar School of Engineering independent of Patna College.

446. In 1908 the Bihar School of Engineering became independent of the Patna College, and the head of the institution received the title of Principal instead of Head Master.

Practical Training and Additional Privileges granted by Government.

447. In 1908 it was arranged that two students who have passed the Overseer examination, instead of one, should be sent to the Public Works Department for practical training and afterwards be eligible for appointment to the Upper Subordinate establishment of the Public Works Department, provided that their certificates are endorsed by the Engineer under whom they serve, with a statement of the satisfactory completion of their practical training. Of the 12 students who were successful at the last Overseer examination, the two, who headed the list, were selected to undergo practical training under the Public Works Department. The survey camp is usually held at Dehri-on-Sone.

Modification of the rigid examination system.

448. The Principal recommends that, in consideration of the comparative backwardness of Bihar, some of the appointments in the Public Works Department and under the various District Boards should be filled up annually direct from the school, the selection to depend partly on examination, partly on the work of the session, and partly on the opinion of the Principal.

Comparative Success at the Overseer and Sub-Overseer Examinations.

449. In 1908 the Joint Technical Examination Board for the first time held the examination of the Apprentice Department of Sibpur College and the Engineering Schools at Patna and Dacca for Sub-Overseer and Overseer

certificates, and brought these schools to a common test. The percentages given by results are very creditable to the Bihar School of Engineering.

Examinations.	1908-09.		Percentage.	1909-10.		Percentage.	1910-11.		Percentage.	1911-12.		Percentage.
	Sent up.	Passed.		Sent up.	Passed.		Sent up.	Passed.		Sent up.	Passed.	
Overseer.												
Civil Engineering College.	36	7	19·2	54	40	74	25	14	56	28	17	60·7
Bihar School of Engineering.	15	7	46·6	12	9	75	13	7	53·8	21	12	57
Dacca School of Engineering.	27	7	25·9	48	33	68·7	46	17	37	60	39	65
Sub-Overseer.												
Civil Engineering College.	45	20	44·4	51	22	43·1	55	25	45·4	59	38	65·2
Bihar School of Engineering.	42	27	64	49	26	53	47	27	57	55	34	62
Dacca School of Engineering.	73	49	67·1	66	23	34·8	62	23	37·1	65	41	63

Internal Organization of the School.

450. The hostel contained on the average 119 boarders, but needs enlargement. It had to be vacated and all the boarders moved into camp, owing to plague, in the early part of 1912. The Students' Club continues to prosper and has greatly benefited by the building of the Ewbank Memorial Common Room, which has been recently completed and brought into use.

Workshop Equipment.

451. The Annual Report for 1909-10 stated that the workshops of the Bihar School of Engineering needed further equipment, because much of the machinery was worn out, and because they were not suitably equipped for imparting practical training to students, who desired to qualify for the Upper Subordinate or Foreman Mechanic's Certificate, by serving their fifth year in a school or college workshop. In 1910-11 Government sanctioned an expenditure of Rs. 19,000 to be spread over three years for the purchase of new machinery. The old engine room has been demolished, a new one built, and a separate boiler house constructed. The walls separating the engine room from the smith's shop have been pulled down, and the extra space available is to be used for accommodating more forges. A combined motor and oil engine of 25 H. P. has been erected to drive the workshop machinery and electric light dynamo which lights the hostel and school. A Mansfield gas apparatus was erected in 1911.

Amin's Class.

452. In 1909 Government decided that the class should be abolished, and an improved Vernacular Survey class lasting for two years substituted for it. This has not yet been done for want of funds.

East Indian Railway Technical School at Lilloah.

East Indian Railway Technical School at Lilloah.

453. This school is intended exclusively for the East Indian Railway employees. It teaches Arithmetic, Algebra, Mensuration, Mechanical Drawing,

Applied Mechanics, Steam and the theory and construction of the Steam Engine. It had 34 pupils on its roll on the 31st March 1912.

Sub-Overseer Classes at other Technical and at European Schools.

454. There are classes teaching up to the Sub-Overseer standard at the Burdwan Technical School, at the Maisadal Technical School, Midnapore, and at the Ranchi Industrial School. Sub-Overseer Classes at Technical Schools.

455. The Burdwan Technical School is managed by the District Board. In addition to keeping up Sub-Overseer classes, it also trains artisans. Burdwan Technical School.

456. The Midnapore Technical School was started by the contributions of the zamindars of the Midnapore district, amongst whom the zamindar of Maisadal took the lead. The school is under the management of a Committee, with the Magistrate as President, the Executive Engineer, the District Engineer, the Chief Mechanical Engineer of the Bengal-Nagpur Railway at Kharagpur, and representatives of the District Board, the Municipality and original donors of the fund as members. Mr. Cumming says "the school does not and is not likely to turn out men who will become practical mechanics." The Midnapore Technical School.

457. During the last five years the Burdwan and Midnapore Technical Schools presented for the Sub-Overseer examination 18 and 17 candidates respectively. Of the former, 11 or 61·1 per cent., and of the latter 7 or 41·1 per cent., were successful. Examination results.

458. The Victoria School and the Goethals Orphanage at Kurseong and the St. Andrew's Colonial Homes' School at Kalimpong have Sub-Overseer classes for Europeans. The last named school discontinued its class in 1911. The numbers and amount of success gained by these classes is described in the chapter on the Education of Europeans. Sub-Overseer Classes for Europeans.

Technical Education in Schools for General Instruction.

459. The "B" classes, in pursuance of the scheme for the bifurcation of studies, were started in 1901 at the Ranchi Zilla School, the Patna Collegiate School, and the Midnapore Technical School. The aim of the classes was general, in so far as it attempted to give a more practical turn to school education; and special, in so far as it attempted to give "a taste for an industrial career." It was hoped that boys who were good at Mathematics and not much else would follow this course. The class opened at the Ranchi Zilla School was transferred to the Ranchi Industrial School. Classes were subsequently opened at the Bhagalpur and Khulna Zilla Schools. The course embraced Elementary Engineering and Manual Training in a workshop, and students, who have passed the examination which terminates the course, may be admitted to the second year of the Apprentice course, Sibpur, or to the second year Sub-Overseer course in the affiliated schools. "B" Classes.

The arrangement was that the literary subjects should be taught at the nearest high schools, and the technical subjects at the nearest technical or industrial schools. During the first part of the quinquennium, the "B" classes were inspected by the Principal of the Sibpur College; they now fall under the jurisdiction of the Superintendent of Industries and Inspector of Technical and Industrial Institutions.

460. In 1906-07, 6 candidates—5 from Ranchi and 1 from Patna—presented themselves, and 4 passed. In 1911-12, 9 candidates presented themselves, and 7 passed. The general education of the candidates was very badly reported on in 1908 and 1909. These examinations are conducted by the "B" Class Final Examination Board. The Board's new proposals with regard to the B classes submitted in 1909-10, which were that Engineering should be omitted from the syllabus of the B classes, instruction in Mensuration and Elementary Chain Surveying being retained, and that passed B class students should only be admitted to the first year Apprentice class at Sibpur and in the Technical Schools, were sanctioned, but they do not seem to have effected much improvement in the numbers presenting themselves. Examination results in 1906-07 compared with those in 1911-12.

Reason for the ill success of these Classes.

461. It is impossible to consider that the B classes have proved a successful experiment. The reason probably is that they have been a refuge for the destitute,—entered by unsuccessful scholars, without any idea of specialization, but in the hope of securing a qualification which would act as a passport to Government service. Mr. Cumming recommends that they should be abolished, except at Bhagalpur, which should become an industrial school managed by Government teaching up to the Sub-Overseer standard. It would, however, be undesirable to take this step at present, as the whole question will shortly come under review, in connection with the proposed institution of a School Final examination.

Cuttack Survey School.

Its Curriculum.

462. The Cuttack School is under the supervision of the Principal of the Ravenshaw College. It is the only Survey School in the Province. Its complete curriculum extends over two years, but at the end of the first year's course an examination is held, on the results of which Amins' certificates are issued to successful candidates. It teaches up to the Sub-Overseer standard, in the sense that students who have passed the final examination are eligible for Sub-Overseerships in the Public Works Department, but the school does not teach the full Sub-Overseer course. The curriculum includes surveying, road-making, estimating, and mathematics; but not carpentry, blacksmith's work, or natural science.

Amins' Class.

463. The work of the Amin's Class both at this school and at the Bihar School of Engineering is unsatisfactory. The Survey and Settlement Departments prefer to train their own amins rather than employ passed amins of these schools. A two years' Vernacular Survey class is to be substituted for it.

Numbers and Cost.

464. On the 31st March 1912 there were 84 students undergoing instruction in the school; of these 48 were Uriyas and 36 non-Uriyas. The total includes 1 Muhammadan only; all the others were Hindus. The total attendance shows a decrease of 15 during the quinquennium; the number of Uriyas in the school has decreased during the period by 13. The total cost of the school during 1911-12 was Rs. 5,824, of which Rs. 4,733 came from Provincial revenues. During 1906-07 the total cost was Rs. 5,577, of which Rs. 4,399 came from Provincial revenues.

Examinations.

465. Forty-two candidates appeared at the final or second year examination which was held in 1912 by the Executive Engineer, Mahanadi Division, and his Assistant in professional subjects; and by the Mathematical Professor, Ravenshaw College, in Mathematics. Thirty-seven candidates passed.

Proposed Cuttack School of Engineering.

466. The Annual Report for 1908-09 says—

"Want of funds alone hinders the pressing forward of the scheme to give Orissa its School of Engineering. A most suitable site has been provisionally selected at Jobra, plans have been designed, and the cost worked out. It is accepted that the *ripe* time has come for this important development at Cuttack. The only thing that is wanting is money to finance the scheme, but that hindrance has so far been insuperable."

It is intended to utilize the Canal Workshops for the school.

Joint Technical Examination Board.

Joint Technical Examination Board, 1908.

467. The Joint Technical Examination Board composed of representatives from Bengal and Eastern Bengal and Assam came into operation as an Examining Board from 1909. The Secretary was first the Principal of the Sibpur College, and from November 1911 the newly created Superintendent of Industries and Inspector of Technical and Industrial Institutions. The function of the Board was to control the Overseer and Sub-Overseer Examinations, and to advise the Governments of Bengal and Eastern Bengal and Assam with reference to the syllabuses of studies to be followed for these examinations. There are at present Sub-Overseer classes at ten and Overseer classes at three institutions, including those in Eastern Bengal and Assam.

Agriculture.

The Agricultural College, Pusa.

468. It has been noticed that the Agricultural Department of Sibpur College was closed from November 1908. Higher instruction in Agriculture.

The Agricultural College at Pusa, Muzaffarpur, under the Government of India, and the Agricultural College at Sabour near Bhagalpur under the Provincial Director of Agriculture give higher instruction in Agriculture; but the Director of Public Instruction has no jurisdiction over these institutions. This review is therefore silent about them.

Agricultural Teaching in High Schools.

469. Special Agricultural classes were established in the Gaya Zilla School, and the Dumraon Raj High School, and the Burdwan Municipal High School in 1902; in the Ravenshaw Collegiate School in 1904; and the Hazaribagh Zilla School in 1905. Only in the Gaya Zilla School and in the Dumraon Raj High School have these classes had a fair amount of success.

In 1908, at the expiration of the period of five years for which the Gaya and Dumraon classes were originally sanctioned, proposals were put forward for their permanent retention and reorganization. Government sanctioned their retention for a further experimental period of two years, and approved of the following proposals made:—

(*i*) That the classes should be reorganized on lines laid down by the Director of Agriculture and a practical working syllabus drawn up.
(*ii*) That a special Board should be constituted to superintend the examination.
(*iii*) That a special textbook should be prepared.

Effect has been given to the first two recommendations, but the textbook, though ready for publication, was not published for want of Government sanction.

470. The Agricultural class at Hazaribagh was closed because the Instructor, who was also Farm Overseer of the Reformatory School, had not time to attend to his duties in both schools. The classes failed at Burdwan and at Cuttack chiefly owing to the distance between the school and the land to be cultivated; at Gaya and Dumraon, they are still being continued with a fair measure of success. It is gradually being recognized that Agriculture can never form a suitable subject for schools. What is wanted is that lads who wish to study Agriculture should follow a course in the last two years of their school life which would fit them for admission to an agricultural college, and this aspect of the question will be borne in mind when the curricula leading up to the School Final certificates are being prepared. The attempt to teach Agriculture at vernacular training schools and in middle and primary schools was definitely abandoned in the revised curricula, which came into force in 1910. The study of plant life takes its place, and, for this purpose, the gardens attached to the guru-training and middle schools have become useful. The new syllabuses, mentioned in the chapters on Secondary and Primary Education, assign an important place to Nature Study.

Veterinary Science.

471. The only institution giving instruction in Veterinary Science in Bengal is the Bengal Veterinary College, Belgachia, Calcutta. The Director of Public Instruction has no jurisdiction over this institution, nor are its statistics included in the Departmental returns. No mention of it is therefore made in this review.

Music.

472. There are three music schools in the Bankura district, two of which receive Government grants. The two aided schools have 38 pupils, and one unaided school has 17. Bankura Music Schools.

Art.

Calcutta School of Art.

Mr. Havell's Policy continued.

473. The changes initiated by Mr. Havell after he took charge of the Calcutta School of Art in 1896 were described in the last Quinquennial Review. The process of denationalization has been arrested. The policy of installing Indian Art in the place of supremacy which it ought to occupy in an Indian Art School, and of inspiring the minds of the students with a desire to follow Indian ideals, has been continued during the quinquennium under review.

Aim and former Organization of the School.

474. The main function of the school has been declared to be to improve the arts and industries of the country. It was formerly divided into an Industrial Art side and a Fine Art side. On the Industrial Art side good work was done by the advanced Designing class, and the importance of keeping Indian ideals constantly in view was acknowledged and acted upon. On the Fine Art side no great success was reported.

Re-organization in 1909.

475. In 1909 the school was reorganized and divided into five Departments—

(1) Elementary, (2) Industrial, (3) Drafting, (4) Teaching, (5) Fine Arts.

Elementary Department.

A student joins the school in the Elementary Department, and works there for two years. Having successfully passed through this stage, he may join either of the other four departments, and continue in one of them for about three years.

Industrial Department.

476. The Industrial Department has classes for Lithography, Wood-engraving, Modelling, and Wood-carving. It is in contemplation to start a modelling studio in connection with this department. The Industrial Art Pattern Books for Dacca Silver-ware and Bengal Ivory-carving are an important work, on which the students of this branch have lately been employed.

Draftsmen's Department.

477 .The Principal reports that very satisfactory progress has been made in the Drafting Department, and that several passed students have been lately taken on as draftsmen in the Survey of India Drawing Office.

Teachers' Department.

478. The Teachers' Department has been adversely affected by the attitude of the Calcutta University towards Drawing, as it is thought that there will not be as many openings as formerly for teachers of this subject. The Principal, however, reports that there were three advanced students under practical training. Two of them are helping the teaching staff of the school (one temporarily since the absence on leave of the Vice-Principal), and one has obtained employment in the United Provinces.

Fine Arts Department.

479. Twenty-five students are reported as studying in the Fine Arts Department in the latest report. The Annual Report for 1909-10 specially notices the exhibits of students at the Annual Exhibition of the Indian Society of Oriental Art held in February 1910. Studies of Oriental subjects in the Indian style were produced during the year 1911-12.

Scholarships.

480. The Mysore Government, several District Boards and Municipalities, and the Bettiah Estate have awarded scholarships to boys of their districts to enable them to undergo an art training in this institution.

Numbers and Expenditure.

481. Two hundred and eighty students were attending the school on the 31st March 1912 as against 252 on the 31st March 1907. Of the 280 students, 257 were Hindus, 12 Muhammadans, 5 Indian Christians, 4 Europeans and Eurasians, and 2 Buddhists. Of the Europeans and Eurasians, 3 are females. The average monthly roll number during the year was 282·4. The total expenditure during 1911-12 amounted to Rs. 44,312 as against Rs. 23,191 during 1906-07. The reason for the increased expenditure is the periodical increment of salaries of the staff, establishment, of a modelling studio, and expenses connected with the Industrial Art Pattern Books. The amount contributed by fees was Rs. 4,087 in 1911-12; the balance Rs. 40,225 came from Provincial revenues. The numbers during the quinquennium has increased by 28, but the annual receipts from fees have fallen off by Rs. 1,899. The reason of this is, the increase in the number of students paying Re. 1 only per month, instead of the usual monthly fees of Rs. 3.

Examinations.

482. Twenty-five students appeared at the final examination of the school held in 1911, and 17 qualified. The Principal explains the falling off in

the numbers, who appeared and qualified, by the fact of the postponement of examinations of the higher classes till August 1912. This postponement took place, because of the employment of so many of the students in the decoration of the City of Calcutta for the King and Queen's visit in December 1911. Their work on this occasion was much appreciated.

Art Gallery.

483. The Art Gallery has been rearranged in accordance with the principles mentioned in para 473. On the 1st April 1911 it was combined with the Artware Court of the Indian Museum to form the Art Section of that institution. It is divided into three sections,—Fine Arts, Hardware, and Textile Fabrics. The Fine Arts Section includes the finest available Hindu and Muhammadan paintings in water colours and a few paintings on ivory. The Hardware Section includes choice specimens of Indian art in metal and leather work, pottery, jewellery and wood-carving. The textile fabrics are divided into woven and embroidered articles. It is hoped that, when thus restocked and rearranged, the gallery will be able better to fulfil its purpose of moulding the taste and directing the imagination of the students in the direction of indigenous art.

Other Schools of Art.

Private Art Schools in Calcutta.

484. Under the head of Schools of Art, the Inspector of Schools, Presidency Division, has returned three institutions as existing in Calcutta and as having 330 students on their rolls on the 31st March 1912. These institutions are—

The Indian Art School.
The Jubilee Art Academy.
The Albert Temple of Science.

485. The expenditure on these institutions during 1911-12 was Rs. 41,080. The first of these schools received Rs. 125 and the second Rs. 215 from the Calcutta Municipality during 1911-12. The third was unaided. These schools are reported to teach Drawing, Engraving, Moulding, and Lithography. Mr. Cumming in his Industrial Report, speaking of the Albert Temple of Science, points out the inconsistency of using European casts, drawing books, and designs, in an institution which prides itself on being "*swadeshi*".

Commerce.

The Government Commercial Institute.

486. As the B classes were intended to provide an opportunity for the bifurcation of studies for persons whose tastes lay in the direction of Mathematics and the handling of tools, so the C classes, which were begun at the same time, were intended to provide an opening for those who look forward for employment in a Commercial office as their means of earning a living.

Genesis of the Presidency College Commercial Classes and the transfer to Bow Bazar Street.

487. The genesis of the Presidency College Commercial classes out of C classes was described in the last Quinquennial Review, so their history in the quinquennium under review commences with their transfer from the Presidency College to 303, Bow Bazar Street, in March 1907. Since 1911, the institution has been established on a permanent basis, and has received the name of the Government Commercial Institute. The head of the institution has been called Principal instead of "Officer-in-charge". There are day course and evening classes at the institution.

Day Course.

488. The day course extends over two years, and comprises Modern English, Commercial Correspondence and Précis-writing, Commercial and Mental Arithmetic and Geography, Book-keeping, Shorthand and Typewriting, and Commercial Bengali. In 1907, there were 19 students in the first and 47 students in the second year class; of these 39 appeared at the final examination and 7 passed. In 1908 there were 20 students in the first and 16 in the second year class; of these 16 appeared at the final examination and 8 passed. In 1909 there were 17 students in the first and 12 in the second year; of these 10 appeared at the final examination and 6 passed. In 1910 there were 37 students in the first and 13 in the second year; of these 13 appeared at the final examination and 5 passed. In 1911 there were 23 students in the first and 28 in the second year; of these 23 appeared at the final examination and 6 passed.

489. The following statement shows the strength and examination results of the evening classes:—

	1907-08.			1908-09.			1909-10.			1910-11.			1911-12.		
	Number of students on the 31st March.	Number appeared.	Number passed.	Number of students on the 31st March.	Number appeared.	Number passed.	Number of students on the 31st March.	Number appeared.	Number passed.	Number of students on the 31st March.	Number appeared.	Number passed.	Number of students on the 31st March.	Number appeared.	Number passed.
Shorthand ...	28	28	10	17	17	11	28	28	18	30	26	21	37	37	16
Typewriting ...	20	20	6	21	21	9	16	16	11	23	11	3	17	17	14
Book-keeping (Junior).	12	...	...	15	...	...	26	...	...	30	14	10	36	31	14
Book-keeping (Advanced).	12	10	3	8	5	4	13	11	5	17	9	5	16	10	5
Banking and Currency.	...	...	...	4	4	3	1	1	1	4	4	1	9	6	3
Modern English	1	1	nil	3	3	3	9	9	4	3	3	2	...	...	...
Annuities and Insurance.	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...
Mercantile Law	...	...	...	4	4	4	...	...	...	2	2	2	...	...	...

New Evening Classes appeared in 1911-12.

490. The Principal reports the opening of the classes in Reporters' Shorthand, Political Economy, and Mercantile Law in the year 1911-12 as a proof of the growing popularity of the institution and of the increased tendency to take advantage of the opportunities it offers. The subjects could not be taken up before because no persons applied for instruction in them.

Commercial Course Advisory and Examination Board.

491. The Commercial examinations are under the control of the Commercial Course Advisory and Examination Board, which is presided over by the Principal of the Presidency College as *ex-officio* President, and contains representatives of the Bengal and the Bengal National Chambers of Commerce. It should be noted that these examinations are not confined to the Commercial Institute, but the following institutions have presented candidates: the Calcutta Commercial Institute, the Free School, La Martinière, Messrs. Ghose and Mittra's Institution, Mr. W. Hill's Classes, the Commercial Academy, the Church Missionary Commercial Institution, Bhagalpur.

Attitude of the Bengal Government.

492. The Bengal Government, till recently, refused to regard the course of the Commercial Institute as a proper qualification for Government service, but it has lately, by Notification dated 24th November 1911, adopted the course of studies prescribed for the Commercial Final Examination as the course to be studied for the examination for the Clerical Service of the Secretariat; and declared passed students of the institute to be eligible to appear for the examination, along with those who have passed the Intermediate and Higher Examinations of an Indian University.

Government recognition of the Institute.

Difficulties.

493. The Commercial Institute has had to contend with the following difficulties:—

(1) Disposition of the students to neglect all the other subjects of the course except Shorthand, Typewriting, and Book-keeping.

(2) Competition of the private Typewriting and Shorthand schools, which, as the Principal says, "are prepared to teach any one just as much or as little as he pleases, and that too, at whatever time of the year it may be convenient to him, and at whatever hour of the day."

(3) Apathy of the public, and the difficulty of at first convincing employers that a youth, who had passed an examination in the subjects of the Commercial day course, was more useful to them, than another who merely knew Shorthand or Typewriting, and nothing else. This difficulty has practically been removed, and the Bengal Chamber shows its support of the scheme by granting money prizes and circulating the list of successful candidates.

(4) Preference for the University Examinations.

(5) Want of scholarships.

494. The Principal makes these suggestions for the future management of the institution:— Proposals of the Principal.

(1) To move the Government of India to permit the opening of a class in Book-keeping, to prepare candidates for the examination, which will be held under the provisions of the new Companies' Act.

(2) To provide at least seven scholarships of Rs. 7 each, tenable for one year, for students promoted from the first to the second year class, and seven scholarships of Rs. 10 each, tenable for one year, for students who pass the final examination, and remain to study one or more of the higher Commercial subjects taught at the evening classes.

(3) It was also asked that the school authorities might have the opportunity of recommending successful candidates for vacancies in posts as Shorthand-writers, Typists, and Book-keepers in Government offices, and that these candidates might be allowed a fair chance on their merits.

It is probable that the Commercial Institute will be absorbed in the new Technological Intitute which it is proposed to establish in Calcutta, and that the commercial instruction now given in the former will be more fully developed and systematised in its new home.

Preliminary Commercial Instruction in High Schools.

495. C classes were opened in 1901 at the Hare School, Calcutta, the Hooghly Collegiate School, the Uttarpara Government School, and the Patna Collegiate School; the Barasat Government School and the Ranchi Zilla School classes in 1905; the Calcutta Madrasa and the South Suburban School, Calcutta, in 1907. Most of these classes have since been discontinued, and it has recently been recommended by the Director of Public Instruction that, in the practical absence of candidates for the examination, the whole of the "C" classes should be closed, with the exception of those recently opened at the Government Commercial Institute. The "C" Classes.

496. The original curriculum embraced Modern English, Mathematics, History, Geography, a Science Primer, Drawing and Practical Geometry, Elementary Chemistry and Physics, and Manual Training. Latterly the Science Primer, Chemistry and Physics have been discarded, and the vernacular of the district substituted. Sir Archdale Earle spoke of the curriculum in August 1907 as unsatisfactory, and considered that it required immediate revision; and Mr. Orange in the Quinquennial Review for India, 1902—07, held, that "it cannot properly be described as specialization in Commercial subjects." The failure of these classes is, however, due to more deep-seated causes, and a mere revision of the curriculum would have had little effect. Courses corresponding to those prescribed for the "C" classes will be incorporated in the proposed School Final Scheme, and under the more favourable conditions, which it is hoped will thus be created, they will probably be attended with greater success. There can be no doubt that it is desirable to introduce a more practical element, such as it was intended to secure with the help of these courses, into the upper classes of our high schools. Curriculum.

497. In 1906-07, 11 candidates presented themseves for "C" Class Final Certificates, and 8 passed. In 1911-12, 2 candidates presented themselves and 1 passed. The number of candidates has fallen so much, that it has become necessary to open "C" classes at the Government Commercial Institute from January 1912. The object of this was to open out a source from which the Commercial Institute might derive pupils. Should the experiment prove successful, it has been suggested that it might be supplemented by the addition of two lower classes, so as to provide a complete Commercial School in connection with the institution. Examination results of 1906-07 and 1911-12, compared. "C" Classes opened at the Commercial Institute.

Private Commercial Schools.

498 Besides the Church Missionary Society's aided school at Bhagalpur, seven unaided Commercial Schools teaching Shorthand and Typewriting are reported. These are—

The Central Commercial School.
Cornwallis Commercial College.
Harrison Road Commercial School.

Bow Bazar Fonetik School.
Huson's Chambers.
Calcutta Commercial Institution.
The Bankipore Commercial School.

499. The total number of pupils on the rolls of these schools is returned as 379 on the 31st March 1912, and the total expenditure during the year at Rs. 16,221.

Continuation Schools.

500. The Continuation Schools described in the chapter on Primary Education teach in some instances Book-keeping, Shorthand and Typewriting.

European Higher Elementary Schools.

501. Book-keeping, Shorthand, Typewriting, and Commercial Geography form one of the supplementary practical courses taught in European higher elementary schools.

State Technical Scholarships.

State Technical Scholarships.

502. Among the facilities for acquiring technical education, the State Technical Scholarships started in 1901, as a result of the Simla Conference, occupy an important place. From 1908 onward, one scholarship of the value of £150 was given annually to each Province. They are confined to Statutory natives of India, and are intended to enable persons to go to Europe to obtain the higher technical education, which will qualify them to improve existing industries, and to start new ones, on their return to India. A start was made by the allotment to Bengal of six scholarships for coal-mining, and to Bombay of three for textile industry. In 1908, the Bengal Chamber of Commerce recommended that, first coal-mining, and afterwards leather manufacture, should be encouraged by scholarships.

The system of State technical scholarships founded by Lord Curzon is severely condemned by Colonel Atkinson and Mr. Dawson. The scholar should not be sent to Europe till he has learnt all that he can learn in India both practically and theoretically. Under the present system, he has the theoretical but is wofully deficient in practical knowledge, when he starts for Europe. Whilst in Europe, a three years' apprenticeship under actual working conditions should be obligatory on all State technical scholars. Colonel Atkinson and Mr. Dawson quote Sir Thomas Holland's opinion about the State scholars in mining:—

"Students who have not gone through the rigid discipline of a mine, where mistakes are generally fatal, can never be trained after their free life at an English University. In other words, State scholars in mining are students who have been decoyed and ruined by the Government. The gap between education and industry in India, where practical men are uneducated and educated men are unpractical, can best be filled by evening classes, and picking out conspicuously intelligent senior subordinates for higher training in Europe—not by sending raw students to English Universities or Technical Schools, or by providing this class with similar facilities for theoretical training in this country."

The question of the proper training of State technical scholars is now under the consideration of a Committee appointed by the Secretary of State.

The Association for the advancement of Scientific and Industrial Education of Indians.

503. A Society entitled "The Association for the advancement of Scientific and Industrial Education of Indians", established in Calcutta in March 1904, also provides scholarships for young men to acquire technical education. Most of the scholarship-holders aided by this Society have studied in Japan and America. It has been suggested that as most of the stipend-holders have no private means of their own, it would be better to give fewer scholarships but of higher value. Mr. B. A. Taher, B. A., a young Muhammadan of the Hooghly district, studied leather-tanning and manufacturing in the United States with a scholarship from this Society. He is now employed by the Boot and Equipment Company at Agra. Mr. S. Dev studied ceramics at Tokyo, and is now Works Manager of the Calcutta Porcelain Works. Mr. Mazumdar studied agriculture at Cornell, United States of America, and is now Director of Agriculture, Cooch Behar. The Association receives a yearly grant of Rs. 5,000 from Government.

The Guru Prasanna Ghosh Legacy.

504. The Guru Prasanna Ghosh Legacy of 2½ lakhs was left to the Calcutta University in 1908 for a similar purpose.

Calcutta Technical Institutes.

505. By Resolution No. 302, dated 20th January 1912, Government authorized the formation of a Committee presided over by the Member of the Bengal Council in charge of Education, and of which Messrs. Collin, Cumming, Nathan, Küchler, Finnimore, Heaton and eleven other gentlemen were members, to advise on the creation of a Technical Institute for Calcutta and allied subjects. The report of the Committee has not yet been published by Government, but the tenor of its chief recommendations has been indicated in a previous paragraph. Calcutta Technical Institute Committee.

506. The Bengal Technical Institute was started in August 1906 at 92, Upper Circular Road, by the "Society for the promotion of Technical Education in Bengal". It has well equipped mechanical workshops, smithies, electrical engineering and carpentry sheds; arrangements for teaching drawing, chemistry, and dyeing; and a moderately equipped physical laboratory. On the Engineering side the instruction is similar to that given at Sibpur. On the Technological Chemistry side it teaches ceramics, tanning, paint and varnish-making, dyeing, bleaching, soap, candle, oil, and perfume-making and the preparation of matches,—a sufficiently large sphere of activity. The Technical Department of the Bengal National College, which is managed by the National Council of Education, Bengal, was established at 166, Bow Bazar Street, in July 1907. It has a secondary technical course extending over three years, the syllabus of which embraces physics, chemistry, mathematics, drawing and special course in machine-drawing, mechanics, machinery tools, pattern-making, brass-modelling, smithery, turning and fitting. The proposed college course on the Technical side, which is to follow, is to be divided into (*a*) Agriculture, including Forestry; (*b*) Manufacture including Mining; (*c*) Commerce. The scheme of education has been thought out to help students in finding "new and independent careers in life" in the departments of Arts and Industry. The Bengal Technical Institute and the Technical Department of the Bengal National College have been amalgamated since the 23rd May 1910. Bengal Technical Institute. Technical Department of the Bengal National College.

507. On a smaller scale is the Calcutta Technical School for Europeans, which consists of evening classes held in hired premises in St. Joseph's School, Bow Bazar. Many of the principal engineering and mechanical firms in Calcutta send their apprentices to these classes for theoretical instruction, whilst giving the practical part of the training on their own works. This institution will probably be absorbed in the Calcutta Technical Institute. Calcutta Technical School.

General Remarks.

508. The definition given in the last Quinquennial Review was that technical education means that practical instruction which qualifies persons for the practice of some profession, industry, or handicraft. The distinction drawn in the last Quinquennial Review between industrial and technical educations is that industrial education "does not ordinarily aim at imparting more than that proficiency in a handicraft which comes from practice, whereas technical education aims at imparting that knowledge of a handicraft, which is based on acquaintance with the principles which underlie it". This distinction is, however, hardly sound; and Mr. Hornell appears to have confused industrial education with the training of artisans. Industrial institutes, even of modest pretensions, do certainly not confine themselves to practical work. The difference however between technical and industrial education is not easy to define; and it is probably only in Germany, where the former stands on the same level as University education, that there is a strict line of division between the two. Technical education to further the industrial development of the country is a great cry in Bengal; but it must, as has repeatedly been pointed out, keep pace with industrial progress, and not outstrip it. Colonel Atkinson and Mr. Dawson on this point remark— Definition of Technical Education and the distinction between Technical and Industrial Education.

"It is generally admitted that higher literary education in India can be overdone, the result being the production of a large number of educated men who cannot find employment commensurate with their qualifications. In the same way, technical education may prove a curse instead of a blessing if it turns out a number of men who cannot obtain employment, either owing to the inefficiency of their education, or to the fact that it has been conducted on wrong lines, or because suitable and remunerative employment does not exist."

As things are, the man most likely to gain employment is one educated on the "improver" system. The "improver" is defined as one who "after a good practical and technical education, is willing to take up an apprenticeship on a living wage, take off his coat, and work on any job he may be put to, and, above all, conform to workshop or factory hours." The authorities of a technical or engineering college should insist on students undergoing a satisfactory apprenticeship for at least two years, and should withhold the college certificates till the apprenticeship is completed.

509. But while the authors of the report here quoted very rightly call attention to the dangers of too rapid an advance in technical education, they show a tendency to exaggeration in their subsequent depreciation of the advantages of the highest form of such education, and their entire negation of prospects to men, who have carried their studies in Mechanical and Electrical Engineering to what may be called the University stage. That men of the "improver" type are the most likely to obtain employment, is a truism which holds good, not only with regard to India but for all other countries as well, for the simple reason that such men are required in the greatest number. Mechanical and Electrical Engineers of the highest type are necessarily in comparatively small demand everywhere, but to deny opportunities of instruction to a limited number of such men as are capable of profiting by it would be as great a mistake, as to provide for their outturn on a scale far in excess of the requirements of the industries in question. After all, the accepted principle in the matter of technical education is that it should keep pace with industrial progress; and if it is conceded that the Mechanical and Electrical Engineering industries have obtained a firm foothold in this country, and are likely to show a large measure of development in the future, it would seem desirable that provision should be made for the training of Engineers of all grades in these two branches. The fact is, Colonel Atkinson and Mr. Dawson have made too much of a fetish of the "practical man", and, notwithstanding the experience of other countries to the contrary, are firmly convinced that practical capacity is inconsistent with a high degree of theoretical knowledge. Of course, even the University graduate will, in India as in England, have to take his coat off, as the Report puts it, if he wishes to get on; but the difficulty in getting him to do so,—arising as it does, not from different degrees of education, but from Indian social customs and usages—will, if it be felt at all, be no greater in his case than in that of the engineer who has received the modicum of technical training allowed by Colonel Atkinson and Mr. Dawson.

510. For the purpose of keeping employers and technical institutions in touch, Colonel Atkinson and Mr. Dawson recommend that an officer should be appointed by the Government of India, whose duty would be to report on technical education, and to inform technical institutions of industrial requirements. The great difficulty will be to find a man qualified for the post. He must be "of good social position, with broad views, a sound knowledge of the requirements of the country both commercially and technically, and of such training and knowledge of affairs of Indian industrial life that he can meet and discuss technical education with all classes and grades of industrial authority with certainty."

511. The utility of such an appointment appears to be very doubtful, and better results would probably be attained, by bringing the employers of labour in closer touch with the technical institutions themselves. For instance, in the case of the proposed Technological Institute for Calcutta, if this were situated in the business quarter of the city,—and not, as has been quite unaccountably recommended by the authors of the Report, in the suburbs,—and if its Professors were allowed a certain amount of consulting practice, a far more effective connection would be established between employers and the Institute, than would be possible through the agency of an Inspector-General ranging over the whole of India, even if he possessed all the qualities postulated by Colonel Atkinson and Mr. Dawson. Moreover, if any link were wanting in the connection, it would most fitly be supplied by the Superintendent of Industries acting in the capacity of a Deputy Director of Technical Education.

CHAPTER VIII.

INDUSTRIAL SCHOOLS.

Chief Events.

512. The two chief events connected with industrial education during the quinquennium under review have been the publication of Mr. J. G. Cumming's Report on Bengal Industries in 1909,—the first part dealing with Technical and Industrial Education, the second with the Industrial Position and Prospects in Bengal in 1908—and the appointment of the Superintendent of Industries.

Mr. J. G. Cumming's Report on Bengal Industries.

513. Dr. du Pré Denning, the Superintendent of Industries and Inspector of Technical and Industrial Institutions, and holder of the appointment which was recommended by Sir Archdale Earle in 1907, took over charge of his duties on the 20th January 1910. Dr. Denning had unfortunately to take long leave in October 1911, and Mr. Everett, the Professor of Mechanical and Electrical Engineering at Sibpur College, is officiating for him.

New appointment of Superintendent of Industries and Inspector of Technical and Industrial Institutions.

The Serampore Weaving Institute.

514. The Government of India did not accept the recommendations of the Industrial School Committee which was constituted after the Simla Conference of 1901. Instead of the apprenticeship system based on the model of the Casanova Boy Artisan School at Naples which was advocated by the Committee, the Government of India suggested a system of half-time industrial primary schools, with the twofold object of keeping up and developing the boys' inherited skill and familiarizing them with the best designs and processes applicable to their trade, and at the same time giving them a sound vernacular education. Admission was to be strictly limited to pupils whose caste occupation was the industry which it was designed to develop. The education was to be so ordered as not to fit boys for clerical employment.

System of Industrial Schools proposed by the Government of India.

515. The Serampore Weaving Institute, so far as its artisan classes are concerned, is designed to work on these lines. The original proposal of Sir Alexander Pedler was to develop the silk weaving industry in connection with the School of Sericulture at Rampur Boalia. It was however decided to include not only silk but cotton and wool weaving, and to locate the scheme at Serampore because of the intelligent artisan population, whose caste occupation is weaving already, to be found there.

The scheme for the Serampore Weaving Institute.

516. The school is composed of two different classes. One is composed of young men who have been trained at one of the technical schools affiliated to Sibpur, or who have passed the B Class Final, or the Matriculation Examination. They undergo a two years' course in both power and hand-loom weaving with special instruction in drawing and designing. The instruction is given in English, and it is hoped that the passed students will be fit to act as instructors at Serampore, or at the outlying centres of instruction, or take up positions of gradually increasing responsibility in manufacturing concerns. The second class consists of weavers from Serampore and the neighbourhood, who are put through a course in practical weaving and the improved methods of preparing yarns for making warps according to the Indian system. This course lasts for about six months and instruction is given in the vernacular. It was under contemplation at one time to make arrangements under the Co-operative Credit Societies Act to give loans to trained weavers for the purpose of purchasing the improved looms, but it has not yet been found practicable to finance the weavers either through this or any other agency.

The English class.

The Vernacular Class for Weavers from Serampore and the neighbourhood.

517. It was intended that there should be five outlying stations, each with a teacher on Rs. 50 a month and a recurring grant of Rs. 20 a month for working expenses. For this purpose Cuttack, Bihar in the Patna district, and Bankura have so far been chosen, and instruction in weaving is given in these centres, while a few selected weavers are drafted from them to Serampore for more advanced training. District Boards and Municipalities are expected to provide the land and buildings. The school at Sambalpur is mainly started in the interests of the Gonds. A Gond,—Gujru by name,—a pupil of the school, who received further training at Serampore, is now employed in a hand-loom factory at Hooghly; and the news of the lucrative pay he is receiving has inspired many Gonds with a wish to follow his example. The school at Sambalpur, though inspected by the Principal, Serampore Weaving Institute, is not included among the out stations of the institute. Each of the trained weaver at Sambalpur has received a fly-shuttle loom.

Outlying Weaving centres.

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518. The Principal of the Serampore Institute reports—

"At the commencement of the institute much difficulty was experienced in getting the actual weavers to join, as, apart from their prejudices, they were under the impression that they could learn nothing more than what they already knew. I am pleased to be able to state that in a little while they changed their minds, and were full of wonder when they saw how easily their cherished trade secrets could be analysed and worked out after a little instruction, even by youngsters. This difficulty has been overcome, and at present there is no trouble in getting *bonâ fide* weavers to fill the place of those who pass out. Another attraction is the simple course of dyeing that they are taught. Up to the present time they had to buy dyed yarns at high prices, and the weavers tell me that the knowledge of dyeing they get is quite sufficient for them to earn a livelihood apart from weaving. Prior to the establishment of the Weaving Institute, Serampore, weavers limited themselves to the manufacture of *dhootis* with coloured borders, and with few exceptions flowered borders were considered family secrets handed down from father to son, and these border designs were limited; now they are able to produce any design working up to about 10 or 12 shafts from design papers. The drawing lessons they get are a great assistance in producing new and original designs."

519. Government supplies the looms and all other requisites, and grants twenty scholarships of Rs. 4 a month tenable for short periods to the weavers. The supply of looms to the weavers who have learnt the modern methods is the difficulty at all these schools. The original scheme of getting advances from the Co-operative Credit Societies to enable the weavers who have passed through the school to buy the new pattern looms has not been carried out, and Government advances are apparently the only alternative.

History of the school and the numbers attending it.

520. The school started under a Principal who had received textile training in England and an Assistant Principal in January 1909 with 30 students in the higher class and 1 actual weaver in the actual weaving class. The idlers were weeded out; and in January 1910, 22 students who had passed the first annual examination held in December 1909 were promoted to the second year class. Twenty-seven new students were admitted to the first year class. In June 1910 there were 45 actual weavers attending the weaver class. In January 1911 about 99 applications for the higher classes were received and 29 selected, so the authorities were able to choose suitable persons. On the 31st March 1912 there were in all 64 students in the Weaving Institute,—35 in the first and second year classes; 29 in the weaver's class. Of the 64 pupils, 50 were Hindus, 11 Muhammadans, and 3 aborigines. In 1912 the fourth batch of new students was enrolled of 26 out of 150 applications. The number of applications increases yearly.

Cost in 1911-12.

521. In 1911-12 the school cost Rs. 27,000 including Rs. 6,922 for scholarships, which was defrayed from the Provincial revenues. The outlying centres cost Rs. 4,355, exclusive of the school at Sambalpur, which cost Rs. 3,456 in 1911-12.

Supply of Material.

522. Messrs. Grandage & Co., Calcutta, import fancy yarns such as grandrelle, woollen, silk, and mercerised yarns. This firm keeps a stock at the institute and sells them retail to the students at cost price, and payment is received by instalments at the outlying centres of instruction. These yarns are not procurable elsewhere, and goods made from these materials find a ready market.

Final Examinations.

523. In 1911, 18 students appeared at the first Final Examination, of whom 12 passed—9 in the first class and 3 in the second. In 1912, 15 students appeared at the second Final Examination. Of these, 5 obtained first class diplomas with 60 per cent. of the marks; 1 a second class with 50 per cent.; and 3 pass certificates with 40 per cent.

Employment.

524. Passed students have so far had no difficulty in obtaining employment, while the artisan weavers on the other hand are able materially to improve their earnings. Of the first batch of the former, 4 preferred to continue their studies and to present themselves for the City and Guilds of London Examination, and later to apprentice themselves in the mills so as to gain a thorough knowledge of the trade. Of the second batch 2, have joined the Sibpur dyeing classes; 1 is employed by the Ceylon Mahabodhi Society to teach hand-loom weaving in Ceylon; 1 was employed by the Salvation Army at Ludhiana; 1 in the Bengal Laxmi Cotton Mill; 1 has set up for himself in the district of Khulna; 1 will be employed by the Maharaja of Kasimbazar to superintend a factory; and 2 are employed at Serampore as pupil-teachers.

525. Mr. Cumming in his Report on Bengal Industries recommended the institution of an examination in technical subjects. In 1910, 8 out of 13 students of the Serampore Weaving Institute passed the City and Guilds of London Examination in cotton weaving, and 6 out of 12 in cotton spinning. This examination was held at Bombay under the superintendence of the Principal, Victoria Technical Institute. In 1911 a centre was constituted at Serampore, and 12 were sent up in cotton spinning (first year) and 6 passed, and 5 candidates in the second year,—all passed. In the first year class cotton weaving 16 candidates were presented and 8 passed; and in the second year 6 were presented and 5 passed. Four candidates presented and all passed in cotton dyeing. All the above were pupils of the Serampore Institute. Seven candidates also appeared in Mechanical Engineering, and three passed. One appeared in Elementary Electrical Engineering and passed. Those who appeared in the last two subjects were from the Bengal Technical Institute, or were private candidates. In 1912, 14 candidates passed in Electrical Engineering, and 5 in Mechanical Engineering. These came from the Bengal Technical Institute. Two students of the Serampore Institute presented themselves and both passed in wool dyeing and cotton dyeing,—one in the first and one in the second class. One passed in the first class in the Principles of Art in Pattern Designing. One passed in the first class and one in the second in cotton weaving. The City and Guilds of London Technical Examinations.

Apprentice System.

526. The apprentice system has been adopted by the Railway Companies for both Europeans and Indians at Jamalpur, Lillooah, Kharagpur and at Messrs. Burn & Co.'s Workshops. Mr. Cumming notes with approval that out of 33 apprentices seen by him at Lillooah, 17 were young Bengalis, nearly all of whom were Brahmans.

Industrial Schools and Classes.

527. The industrial schools in Bengal owe their foundation by District Boards and Municipalities to a recommendation by Mr. Collin in 1890. Industrial Schools in Bengal.

528. Besides Serampore, the principal centres of industrial education are Sibpur, Kalimpong, Hazaribagh and Ranchi. The Wesleyan and Oxford Missions and the Church Missionary Society do useful work with the industrial schools. Principal Centres of Industrial Education.

529. The numbers in the Sibpur Artisan classes in 1906-07 fell to 15, and, during the quinquennium, they have varied in the various shops as follows:— Artisan Pupils.

Year.	Carpentry.	Smithy.	Fitting and Machinery.	Foundry.	Total.
1907-08 ...	6	3	22	...	31
1908-09 ...	3	4	22	4	33
1909-10 ...	9	3	25	2	39
1910-11 ...	8	2	27	3	40
1911-12 ...	9	2	23	...	34

530. It is very difficult to keep them at work long enough to complete the full course, on account of the very great local demand that there is for lads that just know how to wield a hammer. The college offers them very small stipends; and in order to induce them to stay till the completion of their training, they are credited with a moiety of their earnings in the college books, and the amount credited is paid to them when they leave. The cost of maintaining this class is more than covered by the value of the work turned out. Difficulty of completing the full course.

531. At Kalimpong, lace making and embroidery are taught to women. Both sexes share in the work of the Weaving School, which was begun in 1907. The work of the girls and women in this branch is described in the chapter on Female Education. In 1911, the weaving work was helped by the building of Kalimpong Industries.

a pucka weaving shed at a cost of Rs. 2,000. Wool weaving and dyeing have also been established, and a beginning has also been made with woollen carpets. In 1911, the sale of goods made in the weaving shed amounted to Rs. 649. The Government grant for wool weaving and dyeing was Rs. 87-8 per month till 1910, when it was reduced to Rs. 50 a month, at which figure it continues.

532. Carpentry and carving is also a flourishing industry at Kalimpong. The income of the school for goods sold and work done in 1911 was Rs. 2,183. Passed apprentices of the school readily find employment as carpenters in the district. In 1908-09 the Government gave a grant of Rs. 150 to the school to enable the mission to engage an instructor from England. The instructor left in 1911, and the grant has since been reduced to Rs. 45 a month. A tailoring school was opened in 1911. In all these branches the general education of the learners is carefully attended to. The gardening school was closed in 1910.

Ranchi Industries

533. The Ranchi Industrial School is maintained by Government, and had 46 pupils in its artisan class as against 77 in 1906-07. It is expected that there will be a great increase in the demand for fitters, blacksmiths, and carpenters owing to the expansion of building operations, and it is difficult to keep boys in the school to teach them much. This school should provide teachers for the other industrial schools in the Division. Sub-Overseer and B classes are also maintained at the school.

Weaving Schools.

534. The most important weaving schools are that of the Dublin University Mission at Chitarpur in the Hazaribagh district, and that at Muhammadganj in the Palamau district managed by the District Board.

Hazaribagh Reformatory School.

535. The industrial activities of the Hazaribagh Reformatory School are mentioned in the chapter on the Education of Special Classes.

Baniadih East Indian Railway Industrial School.

536. The Baniadih Industrial School is attached to the East Indian Railway Colliery Workshop, and is kept up by the Company for the sons of its employees with a grant-in-aid from the District Board. It is restricted to those who have passed the fourth standard. It teaches physics, chemistry and mechanics, and also gives a training in carpentry and blacksmith's work. It has a teacher from the Victoria Jubilee Technical Institute in Bombay. Mr. Cumming calls it the best industrial school in the Province. He points out that the Sub-Inspector and Deputy Inspector of Schools "do not realize that the class for instruction is an appanage of the workshop, and thus they misapprehend the object in view." On this account, Mr. Cumming proposes that the industrial schools should not be inspected by officers lower in rank than Inspectors of Schools.

Chota Nagpur Division.

537. The Chota Nagpur Division on the 31st March 1912 had 23 industrial schools under private management, exclusive of the Ranchi Industrial School and the Muhammadganj Weaving School. Of the 23 industrial schools, 21 were aided and 2 unaided, they had 571 learners, against 29 schools and 465 learners in 1906-07. There has thus been a decrease of 16·5 per cent. in the nmuber of schools, but a gain of 16·2 per cent. in the number of pupils. This change contributes to efficiency. Hazaribagh has lost 8 schools during the quinquennium. It maintains a special Assistant Sub-Inspector for Industrial Schools, but the post was reported as vacant throughout the greater part of the year. Mr. Cumming notes: "As the schools are subsidized by the District Board, there is every temptation for pupils to join who only desire the general education, and I found at one school well dressed sons of *baniyas*, who had no industrial ambitions at all." In all the industrial schools in the Division reading and writing, bazar arithmetic, and plan and section drawing and geometrical drawing are taught.

The Presidency Division outside Calcutta.

538. The Presidency Division outside Calcutta has four industrial schools. The Barnagore Boys' Industrial Home teaches moulding and lock making to 25 boys. The Kaurapukur Industrial School (London Missionary Society) teaches carpentry and carpet weaving to 20 boys: there is no local demand for either trade, and it is a form of hand-and-eye training rather than a commercial enterprise. The Khulna Coronation Technical School is managed by the District Board. It teaches surveying, carpentry, and blacksmith's work to 40 learners. It also provides the B class students of the Khulna Zilla School with their practical training. The chief fault is that the pupils leave to earn a living before they are advanced sufficiently far in their

training. The C. M. S. Hatchapra Industrial School in the Nadia district teaches carpentry and joiner's work to 33 pupils. It has some sawing and planing plant. The Slojd system of manual training is taught, and there are workshops in which boys are trained for employment in the Eastern Bengal State Railway Works at Kanchrapara. The Nadia District Board gives scholarships tenable there.

539. In Calcutta itself there were 7 industrial schools,—6 aided and 1 unaided. Of these, the most important was the Oxford Mission Industrial School at Ballygunge, which gave instruction in carpentry, carving and vice-man's work. This school ceased to exist in 1908-09. Calcutta.

540. The Burdwan Division has 5 industrial schools, exclusive of the Serampore Weaving Institute. Of these, 2 at Midnapore and Burdwan are managed by District Boards, and 3 are under private management—1 being aided and 2 unaided. The Burdwan Industrial School trains artisans in the blacksmith's work and carpentry, and the similar school at Midnapore in carpentry only. The Wesleyan Mission Middle Vernacular School at Bankura gives training out of school hours in carpentry, cane work, and weaving. Passed pupils of the school obtain employment at the Adra Railway Workshops. The same mission has a school at Kharsuli near Raniganj, at which the lower primary course along with carpentry is taught. Burdwan Division.

541. In the Tirhut Division there were four industrial schools with 48 pupils. In 1906-07 there were the same number of schools with 54 pupils. Three of these schools are in the Saran district,—at Manjhi, Masrakh, and Mirzapur,—and are intended for Magahia Domes, who numbered 35 in 1911-12 against 39 in 1906-07. The Magahia Domes learn basket weaving and bamboo and cane work. The District Magistrate wishes to hand over the management of thsee schools to the Salvation Army, as has been done in the United Provinces. The industrial school at Samastipur is maintained by the District Board. It teaches painting, carpentry, and blacksmith's work. Only 13 boys attend it, and its abolition is contemplated by the District Board. All the four schools in the Tirhut Division teach the three R's. Tirhut Division.

542. The Annual Report for 1908-09 mentions that the Darbhanga District Board entertains a peripatetic weaving instructor and a carpenter, who move about from one important centre for *jolahas* (Muhammadan weavers) to another. The instructor gives instruction in weaving, and the carpenter repairs looms when required. This is a useful system which might be conveniently imitated elsewhere.

543. The only industrial school in the Patna Division is the Bihar Weaving Institute. It was started in 1910-11. It had on the 31st March 1912 on its roll 6 weavers against 11 on the 31st March 1911. Patna Division.

544. There are three industrial schools in the Balasore district, teaching carpentry, weaving, tailoring, shoe-making, cane work and book-binding. The two schools under the American Free Baptist Mission at Balasore and Santipur are doing good work. That at Alalpur is not doing well. Mr. Cumming mentions it as an instance of spontaneous industrial training, as it was started by a Uriya gentleman of a practical turn of mind. Mr. MacLean speaking of these schools says "it is not necessary to increase the number of this class of industrial schools at the present moment. If they were required by economic conditions their success would be more pronounced; and if they exist to promote educational ideals as regards manual work, that purpose could be effected much more efficiently by a system of manual training in middle and primary schools". Orissa Division.

545. Mr. MacLean excepts the weaving schools lately started at Sambalpur and Cuttack from the above-quoted remarks, but says that some means will have to be found to supply the improved looms to the weavers. This point is discussed in the account which is given above of the Central Weaving Institute. At the Cuttack School the initial outlay of Rs. 713 for improving the buildings and a recurring yearly charge of Rs. 150 are made by the District Boards of Cuttack, Puri, and Balasore and the Cuttack Municipality in the proportion of 50, 10, 10 and 30 per cent. Weaving Schools at Cuttack and Sambalpur.

General Remarks.

546. Mr. Cumming in the second part of his Report notes the characteristic faults of the Indian carpenter;—that he will not measure accurately;

that he will not keep his tools in good order; and that he does not understand the importance of promptness in the execution of work. It says much for the failure of industrial schools that, after they have been working for 22 years, they have worked no change for the better in the Indian carpenter in these respects, and that the Chinaman has to be called in when any work out of the common is required.

547 Mr. Cumming distinguishes the following classes of industrial schools:—

(I) Those attached to a centralized industry.

Of these, he takes the Baniadih East Indian Railway Colliery School as the best example, on account of—

(*i*) its commercial atmosphere;
(*ii*) its teaching and discipline under European supervision;
(*iii*) its provision of an assured livelihood;
(*iv*) its separation of literary from technical education, as the upper primary standard is the qualification for admission.

If any large employer of labour will maintain a school attached to his workshop on the same lines as at Baniadih, Mr. Cumming proposes that Government should pay the teacher up to a limit of Rs. 60 a month.

(II) Those situated in large stations and municipal towns in which there is a demand which will repay those who acquire superior skill.

Of such schools the Khulna Coronation Technical School is the type. Government should pay the teacher, who should be preferably a passed Foreman Mechanic, and in them the following conditions should be insisted on:—

(*i*) that all pupils should be artisans by caste;
(*ii*) that all pupils should have passed the lower primary or upper primary standard;
(*iii*) that progressive stipends of Rs. 1, 2, 3 and 4 per month should be given to each pupil in each of the four years for his maintenance;
(*iv*) that to prevent pupils leaving too soon, they should receive at the end of the four years, but not before, a certificate of competency, and in cash the value of their work credited to them month by month;
(*v*) that the merit of the school should be tested by the ready sale of the articles it produces.

(III) Mufassal handicraft schools.

District Boards should only grant stipends in such schools as possess a really good artisan teacher superior to the ordinary bazar mistry.

548. The chief fault of these schools has been the want of a governing principle in their management. It is decided that the schools should try to develop the intelligence and improve the manual skill of artisans; it will not do to have some schools teaching the pupils merely enough of the trade to earn a living. Their methods are unpractical, and they do not train their pupils to the standard of manual skill required for the market. The pupils are often too poor to set themselves up in trade after leaving the school.

549. It is unfortunate that Dr. Denning, the Superintendent of Industries, was compelled to take leave just when he had obtained a grasp of the problems awaiting solution in the field of industrial education in Bengal. When he* returns to duty at the beginning of the year 1913, we may hope to see matters put in a more satisfactory footing than they are at present. One of his most important tasks will be to prevent the large wastage of money and labour now incurred in teaching boys trades which they will never practise. Another will be to advise as to the introduction of improved methods. As Sir Reginald Craddock has mentioned, what is wanted is not a system of teaching existing methods, but a system of improved methods. Care must, however, be taken that his advice is respected. The direction of an important part of the indigenous industry of the country cannot be left to the amateur and changeable determination of local bodies.

* Since the above was written information has reached India that Dr. Denning has been compelled through ill health to resign his post.

CHAPTER IX.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

Controlling Agencies.

550. Since November 1907 there have been two Inspectresses of Schools,—one in charge of the Bengali-speaking Divisions and European Female Education, and the other in charge of the Hindi-speaking Divisions. There is an Assistant Inspectress for each Division. Since the Patna and Tirhut Divisions have been separated, the post of an Assistant Inspectress for the Tirhut Division has been sanctioned but is not yet filled up. A further development of the female inspecting agency is asked for. The Tirhut Divisional Report remarks—

"The progress of female education is greatly hampered for want of a local female inspecting officer in each of the districts constituting the Division. The scheme set on foot in the Darbhanga district for the training of teachers' wives and other female relations by the teachers themselves, with a view to providing the girls' schools with female teachers, has not had the success it aimed at owing to the want of such an officer. Female education, at the stage in which it is in Bihar, needs pioneering and missionary zeal; and for this we require local female officers for each police circle, who should have their homes in it, have an intimate acquaintance with the people, command their confidence, and be actuated by an enthusiasm for education. They need not have more than a small modicum of book learning or much of teaching skill. The knowledge of the three R's would do."

551. Miss Crawford asks for two more Assistant Inspectresses,—one an Urdu-speaking lady for work in the zananas, especially among the Muhammadans, and one to superintend the Calcutta schools.

Miss Honeyburne considers that an Assistant Inspectress is wanted more for zanana work than for the Tirhut Division.

Girls under Instruction.

552. On the 31st March 1912 there were 1,85,816 girls and women in all classes of public institutions for Indians, as compared with 1,21,195 on the 31st March 1907. Of these, 1,63,970 were in primary and secondary schools, the balance being in normal and medical schools and other technical and professional institutions. The corresponding figures on the 31st March 1907 were 1,19,882 and 1,313. One in every 25 or 4 per cent. was under instruction in secondary and primary schools, as against 1 in every 33 girls of school-going age or 3 per cent. at the end of the last quinquennium. Of the 1,63,970 girls in primary and secondary schools, 84,640 were in girls' schools and 79,330 in boys' schools. Each centre where zanana instruction is imparted is reckoned for the purpose of statistical returns as a primary school, and the girls under instruction as students in such schools. The total number of girls in girls' schools, which is returned above as 84,640, includes 211 girls who were being instructed at eight such centres, and 1,321 girls and women who were receiving instruction from 68 teachers who were engaged in zanana education under the scheme for instruction by house-to-house visitation. Progress during the quinquennium.

The total quoted above may be distributed as follows :—

Hindus 1,44,235 or 77·6 per cent., Muhammadans 30,583 or 16·4 per cent., Indian Christians 8,300 or 4·4 per cent.; the balance consisting of Europeans and Eurasians, Buddhists, Parsis and others.

553. In Bengal as it stood on the 31st March 1912, Hindus constitute 78 per cent. of the population; Muhammadans 17; other religions about 5. Population.

554. At the end of 1911-12 there were 243 Indian girls being educated in schools for European girls. Indian girls in Schools for Europeans.

Girls in the various Stages of Instruction.

555. Over 99 per cent. of the girls returned as being under instruction in primary and secondary schools at the end of the quinquennium under review were in the primary stage of instruction. The proportion of girls in the secondary stage of instruction amounted to ·43 per cent. Two hundred and sixty-five girls or ·16 per cent. were returned as being in the high stage of instruction Advance in number, but very little increase in the higher stage.

against 143 in the last quinquennium. At the end of 1906-07 the corresponding percentages were 98·57 primary, ·43 secondary, nearly ·12 high. The high stage is included in the secondary; but separate figures are given on account of its peculiar importance for Indian girls, as so few continue their studies long enough to reach it. The term secondary schools includes high and middle schools.

There has been considerable advance in the number of girls sent to school; but the returns still show little desire on the part of parents to keep their girls at school for longer periods.

Expenditure on Institutions and Schemes for the Education of Indian Women and Girls.

Percentage of the Cost borne by the Public Funds.

556. The total amount spent on schools and colleges for Indian girls and on recognized schemes for zanana instruction during 1911-12 was Rs. 7,17,198 Towards this amount public funds contributed Rs. 3,62,222 or 50·9 per cent. In 1906-07 the corresponding amount was Rs. 5,46,803, and public funds contributed Rs. 2,80,631 or 51·3 per cent.

This total includes the expenditure incurred on account of the training of teachers, as also the expenditure incurred on account of the 2,555 boys who were being educated in schools for Indian girls, but excludes the cost of the education of those girls who were taught in boys' schools or in other institutions not specifically designed for Indian girls.

Collegiate Education.

Special Conditions of Examination for Female Candidates and their success at the University Examinations.

Study in an Affiliated College not essential.

557. The special conditions for female candidates under the regulations of the Calcutta University were mentioned in paragraph 504 of the last Quinquennial Report. The most important is the exemption from the obligation to reside in an affiliated college.

General Female Examination Statistics.

558. In 1911-12, 8 candidates appeared at the B. A. Examination and 3 or 37·5 per cent. passed; while in 1906-07, 6 appeared and 2 or 33·3 per cent. passed. In the Intermediate in Arts Examination 10 appeared and passed during 1911-12, and 4 candidates and the same number of passes in 1906-07. In the Matriculation Examination of 1911-12, 30 candidates appeared and 24 or 80 per cent. passed; while in 1906-07, 31 appeared and 20 or 64·5 per cent. passed. During the quinquennium under review 37 candidates appeared for the B. A. Examination, and 20 or 54·05 passed. In the I. A. and the Matriculation Examinations 57 and 132 candidates appeared, and 40 or 70 per cent. and 100 or 75 per cent. came out successful.

Collegiate education for women is, as shown by the above figures, making but slow progress as yet.

Colleges for Girls.

Increase in the Collegiate Institutions for Girls.

559. There are three colleges for the education of Indian girls in Bengal,—the Bethune College in Calcutta, the Diocesan College, and the Collegiate Department of the Loreto House School for Girls, Calcutta. The latter is primarily intended for European and Eurasian girls, but it admits a certain proportion of Indian girls. The Bethune and Diocesan Colleges are affiliated up to the B. A. standard, but the Loreto House only up to the Intermediate Examination in Arts. The Bethune College was the only one mentioned in the last Quinquennial Report.

The Collegiate Department of La Martinière School for Girls, Calcutta, referred to in the last Quinquennial Report, remains in abeyance.

The Bethune College.

Managing Committee.

560. Up to 1908 the Bethune College was managed by a Committee appointed by the Government of Bengal. This Committee was dissolved in November 1908 and replaced by a Governing Body and a Managing Committee constituted in accordance with the University Regulations. The Director,

the Vice-Chancellor and the University Inspector of Colleges are members of the Governing Body, and the Inspectress of Schools of the Bengali-speaking area of the Managing Committee.

561. At the close of the period under review the staff of the Bethune College consisted of a Lady Principal, 3 Professors, and 4 Lecturers. One of the Lecturers is a lady, and the Head Mistress, Bethune Collegiate School, is also a Lecturer in the College. Teaching Staff

562. The total number of pupils in the college on 31st March 1912 was 40, of whom 31 were Brahmos, and 8 Native Christians, and 1 Muhammadan. The average number of students on the rolls of the college on the 31st of March during the quinquennium under review was 36 as against 24, the average number on the roll during the last quinquennium. Number of Students.

563. The College is affiliated to the University for the Intermediate in Arts in English, Vernacular Composition, Sanskrit, Bengali, History, Logic, and Botany; and for the B. A. Pass in English, Philosophy, History and Sanskrit, and Vernacular Composition. There is no affiliation in Mathematics for the Intermediate Examination in Arts, or in Political Economy and Political Philosophy for the B. A., though there are regular classes held for the teaching of the latter subject. At present students can only take up these subjects with the special permission of the Syndicate In her report, the Principal expresses a hope that the Director will endeavour to obtain for the college affiliation up to the Intermediate in Mathematics, and that he will make due provision for teaching the subject in the college, and that he will endeavour to obtain for the college affiliation in Political Economy and Political Philosophy up to the B. A. standard. Affiliations.

On the Scientific side, she expresses a hope that affiliation in Geography as an additional science subject may be sanctioned up to the Intermediate Arts standard, and the affiliation in Botany may be extended to the B. A. standard.

564. The College Union includes the college students and the students in the upper classes of the collegiate school. It answers the purpose of promoting friendly intercourse between the teachers and students and between the students themselves. There is a Common Room, for which Government grants Rs. 200 a year; this provides the girls with books of general interest and a few newspapers and magazines. Ground has been acquired to the west of the college for a play-ground, but the Principal reports that funds are required to make it suitable for the purpose. The College Union; Common Room; Games.

565. It has been determined to erect a separate building for the college apart from the school, and land has been acquired for the purpose. A new hostel is to be built for college students, and the present hostel, which accommodates 32 boarders, will be reserved for the scholars of the collegiate school only. The classes of the college are all carried on at present in one large hall. This arrangement was adversely criticised by the University Inspectors. A reading room is badly wanted, as there is no room in which the students can meet except the library, which during college hours is used as the Professors' room. Buildings.

566. The direct expenditure on the college during 1911-12 was Rs. 24,589. Of this sum, Rs. 2,182-15 was derived from fees; the balance represents the cost to Government. The expenditure for 1911-12 shows a decrease of Rs. 467 on that of the previous year, when the direct expenditure was Rs. 25,056. At the end of the last quinquennium the expenditure was Rs. 18,254. There has thus been a rise of Rs. 6,335 in direct expenditure on the college during the quinquennium under review. Expenditure.

567. The Bethune Collegiate School sent up 3 candidates to the Matriculation Examination of 1912 and passed them all—2 in the first and 1 in the second division. In 1907, 11 girls appeared at the Matriculation Examination and 9 passed. For the Intermediate Examination of 1912, 9 students were sent up and all passed,—3 in the first and 6 in the second division. For the B. A. Examination of 1912, 8 students were sent up, and 3 passed. University Examinations.

Of the 47 candidates presented at the Intermediate Examination during the quinquennium, 31 or 65·9 per cent. have passed, and of these 9 or 29 per cent. have obtained places in the first division. Of the 28 candidates presented at the B.A. Examination during the quinquennium, 16 or 58 per cent. were successful.

A Duff Scholarship was awarded to Miss Satya Priya Ghosh for standing first in languages in 1908 at the Intermediate Examination. Miss Mrinalini Basu passed the B. A. Examination with distinction, and Miss Nirmalabala Nayak gained the Ganga Mani Devi Gold Medal for standing first in Philosophy among the female candidates in 1911. The M. A. classes have remained closed.

The Diocesan College.

Pupils.

568. The Diocesan College was affiliated to the University in 1909. It has 29 pupils, who are classified according to race and creed as Europeans 2, Native Christians 19, Brahmans 5, and Jewesses 3. The average number on the rolls during the year was 20, and the average daily attendance 19.

Teaching Staff.

569. The staff consists of four Lady Teachers who are all well qualified, a Sanskrit Pandit (F.A.), and a Lady Principal (a Clewer Sister).

Affiliations.

570. *Intermediate Arts.*—English, Vernacular Composition, Sanskrit, Bengali, History, Logic, Mathematics, Geography.

B. A.—English, History, Political Economy and Political Philosophy, Mathematics (all Pass course), and Vernacular Composition.

University Inspector's Report.

571. In his report for 1911-12 the University Inspector complimented the college authorities on the efficient manner in which the college is being conducted.

University Examinations.

572. In 1910, 1911 and 1912, 12 candidates appeared for the I. A. Examination and 10 passed. In the Matriculation Examination 29 candidates appeared during the quinquennium and 20 passed,—8 in the first division.

Expenditure.

573. The direct expenditure in the year 1911-12 amounted to Rs. 4,944-15, of which Rs. 1,155-12-6 was raised by fees, and Rs. 3,644-3-6 from subscriptions.

Building.

574. The college building, opened in the present year (1912-13), contains six lecture rooms, two dining rooms, common room and library, and has accommodation for 30 resident students and 6 resident ladies on the staff.

Governing Body.

575. A governing body of eleven members has been constituted with a due representation of the teaching staff.

Loreto House School,—College Department.

Numbers.

576. It has 10 pupils, who are classified according to race and creed as Europeans and Eurasians 7, Native Christians 3. The College Department is affiliated to the University up to the Intermediate standard. The average number on the rolls was 6.

Examination successes.

577. In 1910, 1911 and 1912, 6 candidates appeared at the Matriculation and 5 passed,—all in the first class.

In 1909, 1910, 1911 and 1912, 6 candidates appeared at the Intermediate Examination and 5 passed,—all in the first class.

Secondary Education.

High Schools.

Numbers and Management.

578. Excluding the Bethune Collegiate School, which is directly managed by Government, there were 13 high schools under private management in the Province on the 31st March 1912. Of these, 10 were aided by Government and 3 unaided. These were the—

(1) London Missionary Society's Girls' School, Bhawanipur.
(2) Christ Church School, Calcutta.
(3) United Free Church School, Calcutta.
(4) Diocesan Collegiate School, Ballygunge.
(5) Baptist Mission School, Entally.
(6) Wesleyan Mission School, Barrackpore.
(7) Gardiner Memorial School, Calcutta.
(8) Brahmo Girls' School, Calcutta.
(9) Victoria Institution, Calcutta.
(10) Ravenshaw Girls' High School, Cuttack.
(11) The Bankipore Girls' School.
(12) The Girls' High School, Giridih.
(13) Maharani Girls' School, Darjeeling.

All but Nos. (7), (12) and (13) are aided by Government. The average grant from public sources to a girls' high school is Rs. 350 a month.

The first seven are under mission management; Nos. (9), (10), (11), (12) and (13) are undenominational.

579. Upon the subject of the teaching of the Matriculation curriculum in girls' schools, Miss Crawford makes the following remarks:— Matriculation Curriculum.

English.—This subject is well taught in mission schools where there are Europeans on the staff. In schools under Indian management there is a great deal to be desired, too much book work being done.

Bengali.—Here the schools under Indian control naturally have the advantage; whilst the subject is a weak one in mission schools, though every effort is made to improve it.

Geography.—This subject is steadily improving. With the better equipment entailed by the new University Regulations, it has begun to be full of living interest.

Mathematics.—This subject is not well taught.

580. One thousand six hundred and twenty-eight girls and boys were being educated in these schools on the 31st March 1912. The number of girls' high schools has thus increased during the quinquennium under review from seven to fourteen, and the number of girls and boys taught in them from 641 girls and 39 boys to 1,494 girls and 134 boys. The number of girls in the high stage of instruction is 265, against 143 in the last quinquennium. Pupils.

581. The five aided mission high schools in Calcutta receive special grants of Rs. 100 a month each for the entertainment of qualified European teachers. The Brahmo Girls' School receives a consolidated grant of Rs. 500 a month, as also does the Ravenshaw Girls' School at Cuttack. The unaided high school for girls in Calcutta is the Gardiner Memorial School under the control of the Women's Union Mission. It declines Departmental control or inspection. The unaided girls' high school at Giridih has been recently founded by the Bengali community there, and will be aided by the Department after its recognition by the University. On the 31st March 1912 it had 58 pupils in classes above Standard II, the infant classes and Standards I and II being amalgamated with the old lower primary school for girls. There are 5 girls in the first class preparing for the Matriculation Examination of 1913. Grants in aid.

582. Miss Crawford reports that the Bengal Zanana Mission Girls' High School continues to do most excellent work. The United Free Church High School has been enlarged, and there is now ample room for all the classes. The London Missionary Society has begun to construct a new girls' school, which, to judge by the plans, should be eminently satisfactory. This is to be completed by the end of the year. The new building of the Diocesan Collegiate School has now been finished, and work goes on under vastly improved conditions, the former overcrowding being considerably relieved. Mission High Schools for Girls.

583. The Brahmo Girls' School has been suffering from lack of room, but a new building is shortly to be constructed. The Victoria Institution has moved into a large house, and is steadily increasing in numbers. The Ravenshaw Girls' School has done good work, but labours under the disadvantage of having three different classes of girls on its rolls,—Bengalis, Eurasians, and Uriyas. It is difficult therefore to provide it with an adequate teaching staff. High Schools for Girls under other management.

584. The Bihar Inspectress, speaking of the Bankipore High School for Girls, says— Bankipore High School for Girls.

"It remains in very much the same condition from year to year, sometimes sending in one or even two pupils for the Matriculation Examination, and usually with success, but at other times having no pupils in the top classes. The total number of students in the four higher classes varies from about 4 to 7, and there seems little chance of any considerable increase in the near future. The school is now entirely staffed by female teachers, with a Bengali Brahmo Lady Graduate as Head Mistress."

585. The Maharani Girls' School at Darjeeling is a mixed school founded in 1908 as a day school for the children of Bengali residents and visitors in Darjeeling, and as a boarding school for Indian girls from mufassal districts. The yearly numbers were as follows:— Maharani Girls' School, Darjeeling.

Year.	Boys.	Girls.	Total.
1908	29	31	60
1909	24	32	56
1910	32	48	80
1911	30	35	65

Miss Suniti Mazumdar passed the Calcutta University Matriculation Examination in the first division from this school in 1912.

The income of the school for 1911 was Rs. 7,277, and its expenditure Rs. 6,846. It had a balance at the end of the year 1911 of Rs. 431. The authorities of the school have applied for Government aid.

Middle Schools.

Institutions and Pupils.

586. The returns for 1911-12 show 11 middle English and 27 middle Vernacular schools for girls with 1,135 and 2,784 pupils respectively on their rolls. The former total includes 67 boys; the latter 78. The average cost of an aided middle English school for girls is Rs 322 a month, of which about Rs. 95 is on an average paid out of public funds. The average of an aided middle Vernacular school for girls is Rs. 159 a month, of which Rs. 60 is paid from public funds. All the middle English and all but one of the middle Vernacular schools are aided. Middle English schools have fallen off by 10, and their pupils by 817; middle Vernacular schools on the other hand have increased by 15 in number and 2,067 in pupils, thus exemplifying exactly the opposite tendency to boys' schools. This is because of the early marriage of girls, which debars them from the training in English given to boys.

The Work of Middle Schools criticised.

587. The mission middle English and middle Vernacular girls' schools are doing well. The non-mission middle Vernacular schools are not satisfactory, with the exception of the Dumraon Girls' Middle Vernacular School. The Inspectress speaks of this institution as a good school, under three mistresses, all orthodox Hindus. This school is a good example of what can be done by fairly capable female teachers, even without training and with no European help and supervision, if they are interested in their work and are paid a sufficient salary to make them contented and happy. This school has an attendance of about 60 to 70 girls of various castes; some of the number belong to families of high caste.

Practising Schools attached to Training Classes.

588. In Bengal, of the practising schools attached to training classes, two are high schools, five are middle vernacular boarding schools, and two are primary day schools.

Mission Middle Vernacular Schools in Bihar.

589. The mission middle Vernacular schools in Bihar are, with one exception, boarding schools, and are either managed in connection with a training class, or else get trained teachers from some other mission institution. The German Mission and St. Paul's Mission Middle Vernacular Girls' Schools at Ranchi and the Baptist Zanana Mission Middle Vernacular Girls' School are carried on in connection with training classes; and the American Mission Middle Vernacular Girls' Schools at Pakaur and Muzaffarpur, the Church Missionary Society Girls' School at Barharwa, and the Scandinavian Mission Girls' School at Benagoria for the most part use as teachers ex-pupils from other mission training classes. The only mission middle Vernacular school for girls as day scholars is the Bengali School at Hazaribagh, which has only been recently raised to the middle vernacular status.

Comparative Statistics of Secondary Schools for Girls.

The Proportion of Girls in the Secondary Stage to the Total Number under Instruction remains the same, but the Numbers have increased.

590. The number of secondary schools for girls has increased during the quinquennium under review by 11, and the number of girls under instruction in them by 2,198 or 71·6 per cent. The number of institutions now stands at 51, and the number of girls being educated therein at 5,268, as compared with 40 schools and 3,070 female scholars reported at the end of the last quinquennium. The proportion of girls in the secondary stage of instruction to the total number under instruction, which was returned as ·43 per cent. at the end of the last quinquennium, is again ·43. The percentage is the same, but the number of girls in the secondary stage of instruction has increased from 515 to 708.

Girls in Secondary Schools for Indians by Race and Creed.

Total Number of Girls in Secondary Schools for Indian Pupils.

591. To the total of 5,268 just stated must be added the 447 girls who on the 31st March 1912 were being educated in secondary schools for Indian boys. This brings the total number of girls who are being educated in

secondary schools for Indian pupils up to 5,715. Of this total, 57·2 per cent. are returned as Hindus and 41·4 as Native Christians. The remaining 1·4 per cent. is made up by Muhammadans and others. On the 31st March 1912 there were 156 Indian girls in secondary schools for Europeans. This figure excludes 45 Parsis.

Indian Girls in Secondary Schools for Europeans.

Expenditure.

592. The cost of secondary schools, with the connected training classes, amounted during 1911-12 to Rs. 3,08,659. Of this sum, 37·3 per cent. was contributed by Provincial revenues and 17·2 per cent. came from fees. Nearly 43 per cent. was realized from other private sources, *i.e.*, subscriptions, contributions from missionary societies and private persons. During the quinquennium the expenditure has increased by Rs. 89,565.

The Cost of Secondary Schools and their connected Training Classes.

Cost of educating a Girl in a Secondary School for Girls.

593. The cost of educating a girl in a secondary school for girls is considerably greater than that of educating a pupil in a secondary school for boys. The annual cost of the former during 1911-12 was Rs. 47·5, while that of the latter for the same period was Rs. 16·7. The amount realized from fees in secondary schools during the same year amounted to an average of Rs. 9·0 per head.

The Cost compared with the Fee Receipts.

Improvement of Secondary Education for Girls.

594. Miss Crawford quotes Miss Brock's remarks in last year's report on the pressing need for trained Indian lady secondary teachers:—

"There is still no provision anywhere in Bengal for the training of Indian women for secondary work. I do not think it is realized that very few teachers who have read beyond Standard VI think it necessary to take any form of training before beginning professional work."

Miss Crawford suggests that a secondary training class should be started in connection with the Bethune College. Miss Brock was in favour of the appointment of an English Lady Principal for the Calcutta Training Class, who should superintend the teaching of such candidates as might wish to read for the L. T. examination.

Primary Education.

Primary Schools for Girls and their Pupils.

595. Over 85 per cent. of the Indian girls under instruction are being educated in primary schools. At the end of the quinquennium under review 79,372 girls were being educated in 3,112 primary schools for girls in addition to 78,883 girls who were educated in primary schools for boys. At the end of the last quinquennium the corresponding figures were 70,215 girls, 3,218 schools, and 46,233 girls educated in primary schools for boys. The number of primary schools for girls has decreased during the quinquennium by 106, but the number of girls under instruction in these schools has risen by 13·04 per cent. The decrease in the number of the schools matters little, but the growth in the number of girls per school is a matter for congratulation. The Bhagalpur Division alone shows a decrease in primary schools for girls of 135 institutions and 1,309 pupils. This is very insufficiently accounted for by the Inspector, who says that "rival and weak schools in close proximity were either discouraged or amalgamated with boys' schools."

Increase during the quinquennium.

596. 16·1 per cent. of the girls under instruction in primary schools for girls on the 31st March 1912 were in upper primary schools; this is an increase of 2 per cent. over 1906-07. On that date there were 216 upper primary as against 2,896 lower primary schools. On the 31st March 1907 there were 209 upper primary and 3,009 lower primary schools for girls. During 1911-12 the cost of the upper primary school for girls was Rs. 49·3 a month, of which Rs. 21·6 was derived from public funds. The cost of a lower primary school was on the average Rs. 6·9 a month, of which Rs. 4·0 was paid from public sources.

Preponderance of Lower Primary Schools.

Boys in Primary Schools for Girls.

597. On the 31st March 1912 there were 1,700 boys in primary schools for girls; of these 376 were in upper primary and 1,324 in lower primary schools.

Schools according to Management.

598. Of the 3,112 primary schools for girls mentioned above, 96 are under public management. Of these, 86 are managed by Government, 8 by Native States, and 2 are under Board management. On the 31st March 1912 4,354 girls were being educated in these publicly managed schools.

Indian Girls in Primary Schools for Europeans.

599. The returns for European schools show 9 Indian girls as being under instruction in primary schools for Europeans on the 31st March 1912.

Expenditure.

Sources of support.

600. The total expenditure on primary schools for girls during 1911-12 is returned as Rs. 3,68,933: 54·9 per cent. of the total expenditure was met from public sources, 4·9 per cent. from fees, and the balance from other private sources. The proportion of the total expenditure borne by contributions from the two last named sources has increased during the quinquennium by 1·1 per cent., while the proportion borne by public funds has decreased during the same period by 1·1 per cent.

Cost of educating a Girl in a Primary School for Girls.

The Cost compared with the Fee Receipts.

601. As in the case of secondary schools, the cost of educating a girl in a primary school for girls is considerably greater than that of educating a pupil in a primary boys' school. During 1911-12 the average cost of the former amounted to Rs. 4·6, whilst that of the latter amounted to Rs. 2·8 only. The fees realized from the pupils of primary schools for girls amounted during the same year to annas 3 and pies 7 per head only.

Classes of Primary Schools for Girls.

Classification of Primary Schools for Girls.

602. Primary schools for girls may be classified as follows:—

(1) Model girls' primary schools established by Government according to the recommendations of the last Simla Conference. The teachers of these schools have been pensionable since April 1909.
(2) Girls' primary schools in District Board areas.
(3) Girls' primary schools in Municipalities.
(4) Girls' primary schools under the Calcutta grant-in-aid rules.
(5) Peasant girls' schools.

Model Girls' Schools.

Buildings.

Obligation incumbent on Government to construct the Buildings.

(1) The difficulty in connection with these schools was that the scheme was sanctioned on the understanding that the public should provide the necessary buildings and undertake to keep them in repair. This obligation has not been properly fulfilled. The housing and equipment of these schools is often lamentably bad. There is a special need for proper teachers' quarters. For want of such accommodation it is difficult to retain the services of young female teachers. The conclusion is apparently incontrovertible that, if suitable buildings are to be provided, Government will have to build them, more especially as by Government order No. 3274, dated 23rd July 1908, Government took over 56 out of the 57 schools remaining in Bengal after the partition.

Miss Crawford mentions the Khulna Model School for Girls as exceptional in teaching up to the middle vernacular standard. The progress which this school has made is good.

Staffing.

In Bihar, with one exception, all the model girls' schools are primary schools, and only about half of them are classed as upper primary. The Bhagalpur schools have especially high rates of pay for their mistresses. In general the pay is limited to Rs. 16, and the Inspectress proposes that this should be raised to Rs. 20 in order to admit of the employment of trained teachers. Trained Christian teachers only will be content with Rs. 16, and they are not generally acceptable to the people, so the suggested increase would appear to be advisable. With the exception of Khulna, all the 55 model girls' schools referred to above are primary. They are arranged in three classes—

(*a*) Having up to 25 children and 1 teacher.
(*b*) Having between 26 and 50 children and 2 teachers.
(*c*) Having between 51 and 70 children and 3 teachers.

If a school is classified as upper primary, it must have at least two teachers. The establishment charges are—

	General.	Angul.	Phulbani (Khondmahls).
	Rs.	Rs.	Rs.
Head teacher	16	20	20
Second teacher	12	14	...
Third teacher	10	...	...
One maid servant at Rs. 5 ...	5	...	5
Two maid servants at Rs. 5 each ...	...	10	...
Prizes and contingencies	4	6	6
Total ...	47	50	31

These schools are intended for Hindu girls, and the two special sets of rates of pay are for out of the way localities. In addition to them, a scheme has been matured for opening 24 lower primary model schools for Muhammadan girls.

Girls' Primary Schools in District Board areas.

(2) The merit of these schools appears to depend upon whether there is any special interest taken in female education by members of the District Board or of the subordinate inspecting staff. If the school is a mixed school for boys and girls, the girls are often put in a corner and given only stray moments of the teacher's attention, though he draws a special allowance for teaching them. As a rule these girls' schools are in an extremely bad condition. All the available funds are wanted for boys' schools, and the pay of the Pandits of these girls' schools is generally too low for efficiency. Often age is their only qualification. In this connection Miss Honeyburne remarks—

"I firmly believe that teachers with only lower primary qualifications are a great mistake, and that no new teachers should be given aid from public money unless they have at least reached the upper primary standard. In the case of existing teachers exception might be made, but they should be debarred from any increase of pay unless they show that they have privately mastered the upper primary course."

Parda Schools.

Such a policy would diminish the quantity but would improve the quality of female primary education; and till more funds are available for expenditure, such a course would appear to be desirable. The same Inspectress mentions a number of little *parda* schools in villages in Bihar, especially among Muhammadans, as well as some semi-*parda* schools, where the teacher and elder pupils do not appear before men, though the little girls are regularly inspected by the subordinate inspecting staff. The advantage of such schools is that the girls are willing to stay much longer at school, and that they learn needlework and good behaviour much better than in schools under the charge of a pundit. The great want is some means of training teachers for these *parda* schools by female agency, so as to keep their seclusion from men inviolate. Teaching centres of about 10 pupils on stipends of Rs. 5 a month, who must have passed Standard II, are recommended for the training of such teachers.

Girls' Primary Schools in Municipalities.

(3) These are generally managed by a Committee, and are kept up by subscriptions, aided by a grant from the Department. These schools are generally fairly efficient as far as they go, being more under the eye of the public than similar schools in the villages. They generally have some provision for teaching needlework and for conveyance of the girls from their homes. Miss Honeyburne instances the Hindu Kanya Pathsala at Gaya and the Chapman Girls' Pathsala at Muzaffarpur as the best schools of this class. Of the latter school, however, Mr. Lyall, the District Magistrate, says:—"This school has had very little control exercised by its Committee." Miss Brock, in her Annual Report for 1909-10, instanced Sonamukhi (Bankura), which had five girls' schools besides the model girls' school, all receiving grants from the Municipality. In such cases girls' schools should be amalgamated and might thus receive larger individual grants.

Primary Schools under the Calcutta Grant-in-aid Rules.

(4) The Inspectress reports of these schools;—

"The mission schools which receive aid in Calcutta are for the most part in a satisfactory condition. They are well looked after, and in many cases have trained teachers on the staff. Their school buildings, however, are not always situated in healthy localities, nor are they always sufficiently lighted and airy; but it is to be remembered that a great

difficulty is experienced in getting houses which are moderate in rent and also suitable for schools. The Hindu schools, though far from what they should be, have greatly improved. In the majority of cases highly educated Indian gentlemen are interesting themselves on behalf of these institutions, and by degrees they should be better staffed and housed. Here I must again draw attention to the fact that an Assistant Inspectress of Schools is urgently wanted, in order that these schools especially may be properly supervised. I cannot speak too strongly with regard to this pressing need."

Peasant Girls' Schools.

(5) Twenty-one peasant girls' schools were opened in 1910 in the Presidency Division,—5 in the 24-Parganas, 4 in Nadia, 4 in Murshidabad, 3 in Khulna, 5 in Jessore: one of them was an upper primary, others were lower primary schools. The cost was Rs. 10 a month for the Pandit and Rs. 3 for contingencies. These schools were sanctioned in Government order No. 1803 T.—G., dated 21st October 1908, and the object has been described as follows:—

"It is intended by such schools to approach a class of people who are usually averse to female education, and who have not hitherto been affected to any appreciable extent by the ordinary schools so far as female education goes. The remuneration of the teacher has been proposed at a higher rate than ordinary, in the hope that the teacher, who may be said to be fairly well paid, will induce the people to send their children to school."

They are all Government institutions. On the 31st March 1912 there were 32 of these schools with 706 pupils. Hitherto they have remained under the control of the Divisional Inspector.

Courses of Study and Examination for Girls' Schools.

603. Under the Resolution of 10th June 1907, a revised syllabus of studies for the Infant Section and Standards I and II was issued. The syllabus for girls' schools differs from that for boys' schools mainly in the addition of the subjects of needlework and domestic economy, and in drill not being compulsory. These syllabuses came into operation from the 1st January 1910. Another syllabus for Standards III—VI was ordered by the Resolution of 20th April 1909 to come into full operation from the commencement of 1912. Girls' schools work by the same syllabus with the differences noted above.

The main differences between these syllabuses and the vernacular scheme of 1901, which they superseded, have been noted under the section dealing with Secondary Education for Boys. The curriculum of the four highest classes of a high school for girls is largely determined by the Matriculation Examination.

Leaving Certificates.

604. The difficulty is to induce girls to remain long enough at school to complete the lower primary course. The Inspector of Schools, Orissa, suggests that the issue of leaving certificates might have some beneficial effect in this direction.

Scholarships and Prizes.

University Scholarships.

605. Three junior scholarships, one of each grade, are reserved annually for female candidates at the Matriculation Examination. Two senior scholarships, one of each grade, are similarly reserved and awarded on the results of the Intermediate Examination. This point is also mentioned in the chapter on Collegiate Education.

Reservation of Scholarships.

606. Girls compete for the scholarships awarded during the school course under practically the same conditions as boys, except that 16 lower primary and 3 junior scholarships are reserved for them. They are not restricted to these reserved scholarships, but not more than one scholarship of each class may be awarded in any one year to girls from the same school.

Calcutta Prizes.

607. In Calcutta a sum of Rs. 750 is annually distributed in prizes* on the results of an examination of the middle standards of girls' schools.

* 8 money prizes ...	Standard	IV
10 "	"	III
20 "	"	II

The majority of scholarships and prizes were gained by girls from mission schools, but Miss Crawford reports that peripatetic needlework teachers have now been appointed to supply the want of efficient teaching of this subject in Hindu schools; the chances of these pupils gaining scholarships will thus be increased.

Grants-in-Aid to Girls' Schools.

608. The contribution from Provincial revenues to girls' primary schools during 1911-12 represented 56·0 per cent. of the total contributions from public funds; whereas in the case of boys' primary schools, the contribution from Provincial revenues amounted to only 16·3 per cent.

Contribution from Provincial Revenues.

609. The grants paid to primary girls' schools outside the Calcutta area were revised in 1905 and made to depend on certain conditions, the most important of which were the number of trained teachers employed, the forbidding of all teaching carried on through the medium of English which is not given by teachers who have passed the oral examination in English, the appointment of a proper committee of management, and the erection of a proper school-house in a suitable position. The grant may not, without special sanction, exceed a sum equal to the full amount of the income guaranteed, but the realization of fees in girls' schools is not insisted on as an indispensable condition of Government aid.

Conditions of Grants to Primary Schools outside Calcutta.

610. Gurus teaching girls either in girls' or in mixed primary schools are entitled to draw aid under special conditions from the local authorities who administer the grant for primary education. A guru who instructs 20 girls or more is granted a monthly stipend of not less than Rs. 2-8, and a guru who has less than 20 girls in his school is paid a monthly reward of Re. 1 for every 8 girls who attend regularly. A guru of a girls' school cannot levy fees or collect subscriptions, and depends entirely on the grants received, which were estimated in the last Quinquennial Review to vary as a general rule from Rs. 2 to Rs. 5 a month. There is no improvement to chronicle in the quinquennium under review. The expenditure on girls' schools is scamped in order to spend all the available funds upon boys' schools, and both the Inspectresses complain that it is useless to hope for improvement till the miserable pittances drawn by the Pandits are replaced by at least a living wage.

Primary Schools outside Calcutta aided from District Funds.

611. The conditions of grants-in-aid to these schools were revised in 1904. Grants are assessed on numbers and efficiency only. A school with an efficient training class attached may draw an efficiency grant on its account not exceeding Rs. 1,000 per annum. A boarding school can earn additional grants of Re. 1 a month on account of each boarder, and Rs. 2 on account of each boarder in the training class; and all schools with recognized training classes can earn an additional grant of Re. 1 on account of each student under training. A sum of Rs. 55,000 is now allotted for grants-in-aid to girls' schools in or near Calcutta.

Girls' Schools in and near Calcutta aided from Provincial Funds.

Private Institutions for Girls.

612. In 1911-12 there were 4,143 girls reading in private institutions. Of these, 2,819 were Hindus, 1,106 Muhammadans, 140 Native Christians, and 78 Buddhists and others. In 1906-07 there were 2,914 girls reading in similar institutions.

Numbers.

613. Of private institutions the most important is the Mahakali Pathsala in Sukea Street, Calcutta, founded in 1893 by a Nepali Lady, Her Holiness Mataji Maharani Tapaswini. This is an advanced institution, as the girls learn Sanskrit, Bengali Arithmetic, Suvankari, Geography, History of the Hindu Period, Elementary Astronomy and the method of consulting household almanacs, the keeping of household accounts, Hygiene, Needlework and Cooking. It has fifteen branches in and outside of Calcutta at places as far as Benares and Rawalpindi. The aim is to bring up girls to pay strict attention to the Shastric injunctions in matters relating to domestic life and the performance of domestic duties obligatory on orthodox Hindu women. On the 31st March 1912 there were 603 girls on the rolls. There are six classes, and it takes six years to complete the course arranged for the girls. No fees are paid, and the institution is entirely supported by subscriptions. The only exception to this is a capitation grant of Rs. 1-8 a head from the Calcutta Municipality. There is an Inspecting Pandit who superintends the branches and trains the Pandits employed in them in the Mahakali system of education. An attempt is being made to spread this system throughout India by starting an association known as the "Sri Bharat Duhitri Siksha Parishat."

Mahakali Pathsala, Calcutta.

Physical Training.

614. As stated in the last Quinquennial Report, the physical training of the pupils receives a certain amount of attention in Mission and Brahmo Samaj schools. In Mission schools the Ling system of Physical Training is in vogue. In Hindu and Muhammadan schools the subject is one which cannot be taught by male teachers to girls.

Inspectress's Opinion.

615. Miss Brock's remarks quoted in the last Quinquennial Report are still applicable :—

"The subject is one of extreme importance to Hindu girls, in view of the absolutely sedentary life the majority of them will afterwards lead. The only way, however, of enforcing some system of physical exercise for girls is gradually through the trained teacher."

Games and Action Songs.

616. The play-grounds of most of the girls' schools are generally too small for organized games. Miss Honeyburne mentions with approval the teaching of action songs as a form of exercise for infant classes.

Hostels.

617. At the Bethune College a separate hostel is about to be erected for the college, and the present hostel will be reserved for the girls of the school.

618. Miss Crawford reports a general desire to extend and improve the boarding accommodation for girls.

619. In Bihar, with the exception of the small hostels connected with the aided high English school for girls at Bankipore and the unaided high English school for girls at Giridih, all hostels are under mission management, and the arrangements for the food and accommodation of the girls are generally good.

New departure in Girls' Hostels in the Sonthal Parganas.

620. The Scandinavian Mission Girls' Boarding School at Benagoria in the Sonthal Parganas is about to be removed to Maharo near Dumka. An interesting experiment on the cottage-home principle will then be carried out. There will be a central school-house, and the girls will live in groups, in a number of small houses, built just like ordinary Sonthali houses of the better class, under the care of a capable Sonthali matron. The idea is that it will be good for the girls to live in a style approximating as closely as possible to the conditions of their ordinary village life.

Co-education.

Girls in Boys' Schools and Boys in Girls' Schools.

621. In 1911-12 the number of girls in boys' secondary schools was 447, and the number of boys in girls' secondary schools was 279. The total number of females in all classes of public institutions for the education of Indian males amounted on the 31st March 1912 to 88,824. This figure shows an increase of 41,423 since the close of the previous quinquennium. About 79 per cent. of this increase is in primary schools. In Orissa the number of girls in boys' primary schools was 14,330, whereas the number of girls in primary schools for girls was 7,956.

Necessity of Girls being taught in Boys' Schools.

Female Teachers, both for Girls' Schools and for the better teaching of Young Boys.

622. In spite of the resolution of the Education Commission that the attendance of girls at boys' schools should not be encouraged except in places where girls' schools could not be maintained, the system cannot be abandoned, as this attendance is often a girl's only chance of learning anything. It must be remembered, on the other hand, that as long as girls' schools are staffed by men, the subjects of Needlework and Domestic Economy, which are so important for girls, cannot be efficiently taught. Moreover trained female teachers are wanted, not only as teachers of girls but as teachers of Kindergarten and Nature Study to small boys, and it is generally admitted that they can teach these subjects more efficiently than men.

Female Education among Aboriginal Races.

623. Female education specially flourishes among aboriginal Native Christians. The following quotation is taken from Miss Brock's report on the education of Sonthal women :—

"There is no difficulty in getting a certain number of girls to read up to Standard VI, and to continue work as pupil-teachers in the training class. Among the Sonthal women

there is no *parda*, and there is no feeling against the employment of married women as teachers. With little difficulty and the offer of stipends, a large class of over 25 Sonthali women is got together at the Hatigarh American Baptist Mission, where as a rule two years are spent in training them. These women are then employed in the schools of their own villages. Occasionally a more than usually intelligent teacher is given the benefit of a training in one of the Calcutta training classes, but her intelligence comes considerably short of that of the average Bengali teacher."

Professional and Technical Education.

Medicine.

624. The Education Department has no direct concern with institutions for medical instruction, but the figures giving the number of women under medical instruction are added for the sake of completeness.

Number of Women under Medical Instruction. According to Race and Creed. Comparison with last quinquennium.

625. At the end of 1911-12 there were 49 female students in the Medical College and the Medical Schools of the Province. Of these, 19 were Europeans or Eurasians, 5 Hindu females (including Brahmo Samaj), 1 Muhammadan, and 24 were Indian Christians. At the end of 1906-07 there were 34 women in the Medical College and Medical Schools of Bengal as now constituted, and of this number 3 were Hindus (including Brahmo Samaj), 13 were Europeans and Eurasians, and 17 were Indian Christians.

Teaching.

Teachers under training in Indian Normal Schools.

626. The training of female teachers has been dealt with in the chapter on the training of teachers. On the 31st March 1912 there were 149 students on the rolls of all normal schools and classes for Indian females. Of these, 139 were Native Christians, 8 Hindus including Brahmos, and 2 Muhammadans.

Art.

627. At the close of the period under review 3 European and Eurasian girls were attending the School of Art, Calcutta; there were no Indian girls.

Technical and Industrial.

628. Six hundred and eighty-one girls and women were returned as undergoing technical or industrial instruction at the end of 1911-12 as against 118 at the end of 1906-07.

The Kalimpong Mission Industries.

629. The industrial education in connection with the Church of Scotland Mission at Kalimpong under the superintendence of Mrs. J. A. Graham is for (A) women and girls, and (B) boys. The former at present comprises (*a*) Central and Branch Lace Schools; (*b*) Central and Branch Embroidery Schools; (*c*) Weaving School. The following table shows the average monthly number on the rolls during the quinquennium:—

Schools.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
(A) (*a*) (*i*) Central Lace School (started 1905).	79	76	64	43	72
(*ii*) Branch Lace Schools—					
Number of schools	.....	5	7	7	6
Average on rolls	.....	35	62	80	70
(*b*) (*i*) Central Embroidery School (started 1906).	25	17	20	16	19
(*ii*) Branch Embroidery Schools—					
Number of schools	.....	.....	.....	.....	2
Average on rolls	.....	.....	.....	.....	28
(*c*) Weaving School (started 1907).	4	10	10	9	12

Lace Schools.

630. One of the objects of the Lace School, as of all the industries, is the establishment of home industries among the people. The number of people working in connection with the school is, therefore, not confined to those actually under instruction. Thus there were in 1911-12, 125 lace workers in their own homes. The total sales of lace for the past five years were: 1907, Rs. 2,986; 1908, Rs. 3,291; 1909, Rs. 4,051; 1910, Rs. 2,838; 1911, Rs. 7,036. The Government grant for the Lace School was Rs. 2,000 in each of the three years 1907-08 to 1909-10, and Rs. 1,500 for each of the two following years. The Lace School has also been used for training teachers for Branch Lace Schools in the Darjeeling district and Sikkim, as well as for various Missions and District Boards on the plains. Since the school was begun in 1905, no less than 36 teachers have been so trained and sent out from Kalimpong. Certain schools in the plains are affiliated with the Central School, and get the benefit of its help in providing materials and in selling goods. Miss Channer, who was the first teacher of the Lace School, had to leave on account of ill-health. She was succeeded by Miss Gladys Korb, who had previously assisted her.

Embroidery, Crochet, Knitting.

631. At the beginning of the Embroidery School a teacher from Bengal was employed, and thereafter one from Lucknow. For this purpose Government gave a grant of Rs. 600 in 1908-09 and Rs. 200 in 1909-10. Now a local girl is the teacher. The embroidery is mostly used for making articles in the Tailoring Department. There is also a large amount of general industrial work done by women and girls in their own homes, such as crochet, knitting, etc. The sales of those goods (including embroidery) in 1911 amounted to Rs. 3,859. The Government grant of Rs. 1,500 a month (mentioned above under the Lace School) is now intended to cover lace, embroidery, and general industrial work.

Weaving.

632. The development of the Weaving School (which was begun in 1907) was hampered by many changes in the teacher in charge. In 1911 the work was helped by the provision of a pucka weaving shed, built at a cost of Rs. 2,000. At last wool-weaving and dyeing have been established, and a beginning has also been made with woollen carpets. A teacher trained in the Serampore Weaving Institute was engaged in March 1912. The Government grant was Rs. 87-8 a month until 1910, when it was reduced to Rs. 50 a month and continues at that sum. In 1911 the sales of goods made in the Weaving School amounted to Rs. 649.

Literary Class.

633. All the pupils of the Lace, Embroidery and Weaving Schools (Central and Branch) get one hour a day of book education under one of the missionary ladies, assisted by a number of girl teachers.

Industries Hostel.

634. A special hostel is maintained for girls who come from a distance to attend the industrial schools. To begin with part of the school building was used for the purpose, but on account of the development of the work a bungalow had (from 1909) to be rented at Rs. 50 a month. The residents in 1911-12 were 26.

Other Industrial Schools.

Buddhist Girls' Technical School.

635. This school was started at Darjeeling from the 1st June 1909 with 16 pupils. It has at present 37 pupils exclusive of a boys' class with 48 boys. The curriculum embraces weaving, knitting, Hindi as a second language, and religious instruction in Tibetan. The school gets a grant of Rs. 45 a month from Government, and has an income from subscriptions of about Rs. 20 a month.

Mahila Silpa Asram, Calcutta.

636. The Mahila Silpa Asram is an industrial school near Cornwallis Square, Calcutta. It was opened in the beginning of 1906, and on the 31st March last had 25 pupils on its roll, of whom 13 were employed at weaving, the others in various kinds of needlework. All do educational work in the afternoon. It was intended to teach women of the middle and upper classes, both of Hindu and Muhammadan society, industrial work which they could carry on in the irown homes, and from which they could derive a reasonable profit. Silk-weaving, lace-work (under a trained teacher from Kalimpong), stocking-knitting, and needle-work were taught, and it was at the same time attempted to improve the general

education of the pupils The school is under the exclusive control of a Ladies' Committee, and is managed on the *paraa* system. Miss Crawford in the report for the quinquennium says that the range of work has been considerably reduced, and that now only machine stocking-knitting, weaving, and needlework are taught. Lace work proved a failure and has been abandoned. This is as well, for there was a tendency to attempt too many branches of work, and consequently to fail to attain skill in any one of them. The general education of the pupils has been greatly improved by the appointment of Mrs. Sen, a trained teacher from the Bakul Bagan Government Female Training School at Bhawanipur. Four of the women were considered fit to go on to the Hindu Female Training Class at Bakul Bagan to be trained as teachers The school draws a grant in-aid from Government of Rs. 5,946. The Mahila Samiti has a branch at Bhagalpur founded with the object of improving female education among the Bengali community.

637. The Inspectress reports that the women under instruction at the Lace School at Bhawanipur work steadily; punctual hours are kept; and altogether the establishment is run on business-like lines. There is a Baptist Mission Industrial School at Cuttack which turns out a good quality of notchet lace. The Mission Widows' Industrial Home at Baranagore near Calcutta contains 45 inmates, and teaches carpet-weaving, embroidery, and *chatni*-making to Hindu widows: it received Rs. 480 from Government during the year. Miss Mulvaney's Home for Widows at Entally turns out most excellent drawn-thread and needlework: on the 31st March 1912 it had 32 inmates, and received Rs. 524 from Government during the year. Miscellaneous Institutions.

638. The weaving class among the Ho women carried on by the Roman Catholic Mission at Chaibasssa has been closed owing to the removal of the mission outside the Division. Several mission institutions in Chota Nagpur have lace-making classes under trained teachers from Kalimpong, or, in the case of Roman Catholic Missions, under skilled nuns from Europe. Of these, the Lace School of the Roman Catholic Convent at Ranchi is perhaps the best. There are also classes for needlework of various kinds. The Inspectress remarks that the demand for these articles is limited, and that they are mostly disposed of by mission agencies in Europe. The power to earn their own living greatly increases the social consideration paid to women, and even if it were for this reason only, increase in industrial work should be welcomed.

Zanana Education.

639. The Education Commission remarked that zanana-teaching by missionary agency was the most successful means of educating Indian women after leaving school. The Simla Conference endorsed this. In 1901-02 Sir Alexander Pedler recommended that ten mission schools should receive special grants-in-aid from Government in consideration of the secular part of their zanana-teaching, which was to be tested by the Inspectress or some other female agent. Unless the mission draws a grant-in-aid, its zanana work is not under inspection. The mission zanana work in Orissa is not under inspection for this reason. Zanana teaching is carried on departmentally—

(*a*) By means of central gatherings in certain selected places at the house of a respectable gentleman. Central Gatherings.

The teachers were originally to be engaged and controlled by a local committee of Hindus or Muhammadans, or of both religions mixed in proportion to the number of the community in the area concerned. The teachers are now appointed by the Department.

(*b*) By means of female teachers visiting from house to house. Peripatetic Female Teachers.

There were at the end of the quinquennium under review 8 private lady teachers of central gatherings, and 5 departmental and 63 private peripatetic lady teachers. It is estimated that 1,431 girls and women are being educated under these two schemes. These numbers compare favourably with those of the last quinquennium, when 8 departmental and 4 missionary zanana teachers of central gatherings were returned, and 23 departmental and 28 missionary peripatetic teachers of zananas. Of the central gatherings, 2 are in Bengal and 6 in Bihar. The zanana teachers are nearly equally divided

between Bengal and Bihar. The total cost to Provincial revenues of zanana-teaching is Rs. 2,760. There are generally local committees for making arrangements for both kinds of zanana teaching.

640. A Muhammadan gentleman was appointed in 1908 to explain and popularize female education among Muhammadans, and to act as adviser to Government officers on the subject. Not much practical advantage was derived from this appointment, and it was discontinued. A Brahman gentleman was appointed to fill a similar position for the Bihari Hindu community, but he died shortly after his appointment and the vacancy was not filled up.

Pay of Teachers to depend on Results.

641. Both the Inspectresses suggest that a certain proportion of the pay of these teachers should be made to depend upon the results of their teaching. The Bihar Inspectress also suggests that they should be classified in grades according to the attainment of their pupils. Such changes would probably produce a great improvement in the work of the teachers. Miss Honeyburne says that some of the zanana teachers are now trained students of the Badshah Nawab Razvi College, and that some of these teachers are preparing for the Upper Primary Examination. In future it is intended to gradually insist on the passing of the Upper Primary Examination as a necessary qualification for employment as a zanana teacher. The Bengal Inspectress brings forward the admission of two zanana pupils into the Government Female Training Class at Bakul Bagan, Bhawanipur, as a proof of the progress of zanana teaching in Bengal, and asks for the appointment of a Special Assistant Inspectress for zanana work. This want is already to some extent provided for in Bihar by the appointment of a Superintendent of *A'lus* (Muhammadan female teachers).

Peripatetic Needlework Teachers.

642. There are also 3 peripatetic needlework teachers,—2 in Calcutta and 1 at Cuttack. The Calcutta teachers get Rs. 46 a month, and the Cuttack teacher Rs. 30, with an allowance of Rs. 5 a month for materials. Two more needlework teachers have been asked for on Rs. 46 a month. During the quinquennium under review the District Board of Cuttack appointed two peripatetic teachers of sewing in the interior of the district, and the District and Municipal Boards of Balasore appointed three *durzis* for the same purpose. In this connection, the Inspectress complains that District Boards and Departmental interests clash, and that she cannot make use of a District Board needlework teacher in a school receiving a grant from the Department. She wishes to select the District Board needlework teachers herself, as incompetent persons are often appointed. There should be a needlework teacher for girls' schools in every large town.

Education of Muhammadan Girls and Women.

Pupils.

643. The number of Muhammadan girls who attend public schools remains extremely small. In the total number of girls under instruction in all classes of public institutions for the education of Indians the number of Muhammadans represent only 16·6 per cent. There are only 67 Muhammadan girls in secondary schools; and only 1 in every 62 Muhammadan girls is attending a primary or secondary school against 1 in every 27 Hindu girls. There are 516 girls' maktabs, in which 10,587 girls are reading along with, 564 boys. There are also 9,247 girls reading in 3,173 boys' maktabs. These maktabs work according to Departmental standards, and are classed as public institutions. Besides these there are 3 mission schools on the outskirts of Calcutta attended by 144 pupils, most of whom are daughters of Muhammadan settlers from Oudh.

644. There are also 1,106 Muhammadan girls returned as under instruction in private institutions. In these the instruction given is mainly religious, with the addition of very elementary secular education in some cases

Influence of the *Parda* System.

645. In the girls' schools conforming to Departmental standards the pay is inadequate, the teaching poor, and the children very seldom educated above the infant standard. "The intense feeling on the part of the respectable Muhammadan community that girls should become strictly secluded at a very early age," described by Miss Brock and quoted in the last Quinquennial Review, still prevails. On this account Miss Honeyburne prefers the little village Muhammadan *parda* and semi-*parda* schools.

A special syllabus for Muhammadan girls' schools with suitable Readers for zanana pupils, Hygiene and Domestic Economy Primers for the use of zanana teachers, a scheme for a system of scholarships tenable at Muhammadan schools, and grants to enable sufficient salaries to be offered in these schools have been sanctioned by Government. These books are not yet ready, but, pending their publication, a list of books recommended for the use of teachers in Muhammadan zananas and special schools for Muhammadan girls has been issued.

646. The competent *a'tus* or Muhammadan lady teachers receive Rs. 5 a month, and annas 4 a month for every pupil under regular tuition. These *a'tus* are trained and supervised by a competent Muhammadan Lady Superintendent. There are 14 *a'tus* teaching 196 girls and women. Of these *a'tus* Miss Honeyburne writes:— Scheme for Muhammadan Lady Teachers in Bihar.

"These *a'tus* are *parda-nishin* women, and teach a number of girls who come to their houses from the neighbourhood. Their work is superintended by a Muhammadan lady Superintendent, who teaches them arithmetic, of which subject as a rule they know nothing at first, and generally supervises their work. In one or two cases these *a'tus* give instruction in private houses to pupils who cannot come to them. The system is yet in its infancy, but promises to be of considerable value in giving elementary instruction to young girls of the middle class. The chief drawbacks at present are the meagre qualifications of the *a'tus* and the early age, 11 or 12—at which most pupils leave. But notwithstanding these disadvantages, the *a'tus* are doing good work, and the scheme deserves encouragement."

Societies for the encouragement of Female Education.

647. The Uttarpara Hitakari Sabha supplements the work of the Department by examining all girls who wish to appear and awarding scholarships, the cost of which is partially met by Government. The Department examines only selected candidates at the end of Standards II, IV, and VI for the award of scholarships.

The "Sri Bharat Duhitri Siksha Parishat" aims at popularizing throughout India the system of female education followed at the central Mahakali Pathshala at Calcutta.

General Remarks.

648. As was said in the last Quinquennial Review, the success of female education depends upon the question whether it can be organized on lines upon which alone the majority of the community is prepared to accept it: the teachers must be female, and the *parda* system must be maintained. The Burdwan Divisional Report quotes with approval the statement made by the Deputy Inspector of Schools, Howrah, that "the public in general outside Municipal towns would not mind sending their daughters, even after marriage, to a public school under female teachers and under female supervision."

CHAPTER X.

THE EDUCATION OF EUROPEANS.

Definition of European.

619. As far as European education is concerned, the term "European" means, according to the latest Code of Regulations for European Schools in Bengal, "any person of European descent, pure or mixed, who retains European habits and modes of life." For the purposes of the grants-in-aid rules, all the pupils, except 15 per cent. of the total roll number of a school, must answer to the above definition. As regards scholarships, the definition is too wide, and is therefore somewhat detrimental to the interests of real Europeans as defined above, for it includes children born of European women and non-European husbands. It is very doubtful whether the Code ever intended to Definition too wide.

benefit such children by any of the scholarships to be enjoyed under its provisions. The establishment of special scholarships for Jews, Parsis, and Armenians has been sanctioned.

650. An important concession has been made in favour of European schools, namely a grant is now made to a school on account of non-European scholars who have adopted European habits of life [article 7 (*c*)]. This concession is liable to be abused, for school authorities may not take the necessary precautions to ascertain whether they have *really* adopted European modes of life before claiming a grant on their account. It is probable that they will judge of them as they *appear* in school. Such a test is no test at all. It is therefore suggested that, in future editions of the Code, criteria may be enumerated to help in arriving at an accurate opinion whether European habits of life have been adopted or not.

Status of certain Classes requires closer definition.

651. Parsis, Armenians, and Jews are not Europeans within the meaning of the above definition. The case of Goanese and people of the class called in Eastern Bengal "Kala Feringhis"—who are Christians and bear for the most part Portuguese surnames such as Gomes, D'Cruze, D'Rozario, etc.—is apparently judged differently. At present these are usually allowed to pass for Europeans without question. Indian Christians often assume European names with European clothes, and pose as Europeans. The Chittagong and Noakhali Feringhis have been recognized as Eurasians by a former Lieutenant-Governor of Bengal. They form the bulk of the pupils reading in the two European Schools at Chittagong. Their own clergy acknowledge that nothing differentiates them from ordinary Indian cultivators except the profession of Christianity. It may be doubted whether it is not mistaken kindness to recognize these people as Eurasians, and whether they should not be allowed to be re-absorbed in the ordinary Indian population. It would be well if, in the interests of *bonâ fide* European children, the status of the above classes were clearly laid down by Government. In the meantime it should be borne in mind by the Inspector of European Schools that in all doubtful cases the onus of proving European descent rests with the guardians of the child seeking admission to a European school, or with the school authorities. Moreover, the condition that the parents or guardians of the child "retain European habits and modes of life" should in future be rigidly insisted on, nor should the mere profession of Christianity be taken as indicating a full compliance with this condition.

Collegiate Education.

University Examinations.

Collegiate Education for Europeans.

652. As the last Quinquennial Report remarks, "collegiate education for Europeans, as a thing apart from the collegiate education of Indians, is practically non-existent."

Loreto Convent Examination Results.

653. The only Europeans at the present time who appear at the University examinations from European schools are girls, and the only institution which prepares them successfully is the Loreto Convent, Middleton Row. In 1908, 5 pupils appeared for the Matriculation and all passed, 1 in the First Division. In 1909, 4 appeared and all passed, 3 in the First Division. In 1910, 2 appeared and passed, 1 in the First Division. In 1911, 2 appeared and passed, both in the First Division. In 1912, 2 appeared and 1 passed in the First Division. In 1912 the Chandernagore Convent School, without being authorized to do so, sent up 3 girls as private candidates, but they all failed.

In 1909 and 1910, 1 candidate each year appeared for the I.A. and passed in the First Class. In 1911, 7 (including 4 Nuns) appeared and 6 passed, all in the First Class.

These results must be described as excellent.

European Students in Arts Colleges for Indians.

654. At the end of the quinquennium under review 16 male and 9 female European students were reading in Arts Colleges, mostly in those for Indians. In 1906-07, 26 male Europeans were returned as reading in Arts Colleges for Indians.

General Considerations.

655. The chief reason why the number of Europeans and Anglo-Indians who take up University courses is so very small is undoubtedly, as indicated in the last Quinquennial Report, that there is very little inducement for them to proceed to a University degree. Other reasons have, however, from time to time been advanced to account for this apparent lack of appreciation of the advantage of a University education, and among these a prominent place is given to the alleged unsuitability for Europeans of the University curriculum. It was unanimously decided in a public meeting in Calcutta held in 1900 and presided over by Bishop Weldon, who was then Bishop of Calcutta, that the Calcutta University courses were not suitable for Europeans and Anglo Indians and that the Cambridge University Local Examinations presented a more advantageous goal. Under the new Regulations, the University has endeavoured to meet the objections of the European and Anglo Indian community by allowing the Senior Cambridge Local, if passed in certain subjects, to count as equivalent to the Matriculation, and if passed in certain additional subjects, to the Intermediate Examination. The orders are—

Orders of the Syndicate of the Calcutta University, dated the 27th of May 1911, regarding the equivalence of the Cambridge Senior Local Examinations to certain University Examinations.

"I. That candidates who have passed the Cambridge Senior Local Examination in the following subjects be considered to have passed an examination equivalent to the Matriculation Examination of the Calcutta University:—

(*a*) Arithmetic.
(*b*) English Language and Literature.
(*c*) Second Language.
(*d*) Geometry and Algebra. [This includes the pass paper and the optional paper of Advanced Mathematics of the Calcutta Matriculation.]

(*e*) One of the following sections or parts of sections:—

(1) History of England, or History of the British Empire, or Roman History.
(2) Geography.
(3) Political Economy or Logic.
(4) Trigonometry together with either Analytical Geometry or Differential Calculus.
(5) Applied Mathematics.
(6) Chemistry, Theoretical and Practical.
(7) Physics.

II. That candidates who have passed the above examination *with Honours* and have pursued a further course of study for one year in a school recognized as preparing for the Senior School Certificate, and who have subsequently passed the Cambridge Senior Local Examination in certain supplementary subjects hereafter detailed, be considered to have passed an examination in Arts or Science, as the case may be, equivalent to the Intermediate Examination of the University.

(*a*) An Arts candidate must have taken the following supplementary examinations:—

(1) English Literature—Any two of the sub-sections in which he has not already passed.

(2) Any three subjects from the following:—

(*i*) Any two subjects of History, Geography, Political Economy or Logic in which he has not already passed.
(*ii*) Any group of two of the other subjects of Mathematics, viz. Plane Trigonometry, Analytical Geometry, Differential Calculus, Applied Mathematics, in which the candidate has not already passed.
(*iii*) Chemistry—if he has not already passed in the subject, or Physics,—any group under this section in which he has not already passed, or Biology and Physical Geography,—any one of the subjects in which he has not already passed.

(*b*) Science candidates must have taken the following supplementary examinations:—

(1) English Literature as above.
(2) Mathematics as above.
(3 & 4) Any two subjects from Chemistry; Physics; and Biology and Physical Geography as above.

The concessions here indicated are very valuable, and should lead in time to a considerable increase in the number of Ango-Indian lads taking up University courses. So far as the Calcutta University is concerned, these courses are in every way suitable for Anglo-Indian students, being as they are largely modelled on the courses prescribed for British Universities

656. A more genuine reason for the paucity of Anglo-Indian University students is poverty, and this poverty is largely the result of the gradual closing of the main avenues to employment in India which was brought out by the Pauperism Commission presided over by the late Sir Henry Harrison as long ago as 1892. Statistics show that on the Railways, in the Secretariat clerkships, and in the subordinate departments of Government service, European and Anglo-Indian has been almost entirely ousted by Indian labour on account of its efficiency and greater cheapness. Government has endeavoured to help the Europeans and Anglo Indians by making a few appointments from among them to Secretariat clerkships and Deputy Magistracies; but the extent to which the members of the domiciled community are now employed in these posts as compared with formerly is very slight. Employment in the higher ranks of the Police and in the Opium Department has likewise recently been closed to young men educated in India; and the gradual withdrawal of such better paid appointments has had its effect on the popularity of collegiate education not only by contributing to the general poverty of the community, but also by removing the inducement to carry the education of their boys beyond the high school stage.

657. Though, however, the removal of the causes indicated above would undoubtedly lead to the influx of a large number of Anglo-Indian students into our Indian Universities, it cannot be denied that there is a strong feeling on the part of a certain section of the community that there should be separate Colleges and even a separate University for Europeans and Anglo-Indians in this country, and that until such institutions are provided the solution of the question of University education for the domiciled community will remain incomplete. This feelling is apparently based on the plausible idea that there should be in this country a self-contained and independent system of European education from the lowest to the highest stage. But this conception ignores the following important considerations:—

(1) that Universities, as the name implies, are meant for all members of the community, without distinction of race or religion.
(2) that, even if the idea here indicated has not been entirely attained in some of the existing Universities of other countries, the courses of study in Indian Universities are based on British models, and are therefore especially suitable for Anglo-Indians.
(3) that, as the lot of practically the whole student population of Indian Universities will be cast in this country, it will be for the mutual benefit of the two communities—Indian and Anglo Indian—that there should be at the University stage of education, when the mind is still highly receptive though character has been already largely formed, a fuller interchange of ideas between the classes from whom the future leaders of thought will be drawn, than is possible under present conditions.

Apart from these considerations, there are serious financial objections to the proposal for separate Colleges, and still more to that for an independent University. In the first place, separate Colleges, or in the alternative a Central College or University, will not be able to attract a sufficient number of students to justify, whether from public or private sources, the very heavy expenditure which would be required for buildings, equipment, and staff; and secondly the improvement of both primary and secondary European schools in India is a much more pressing want, the expenditure in connection with which is likely to

be so considerable as to render it extremely unlikely that any funds will be available for collegiate education, even if such an application of public or private funds could be defended on other grounds. It would be well therefore if the Anglo-Indian community would, for the present at least, omit the item of collegiate education from their programme except in so far as the provision of good hostel accommodation for Anglo-Indian students is concerned. To insist on its inclusion can only tend to divert attention from the much more urgent reforms which are called for in the other stages of European education.

Secondary and Primary Schools.

The Revised Code for European Schools.

658. The Revised Code finally came into force from the 1st of January 1911. It represents the combined results of the Revising Committee of 1902 which was entrusted with the task of drawing up a uniform European Schools Code for all India and Burma and of the Conference of 1906.

Grading of Schools.

659. Up to the end of 1910 the old classification of schools into primary, middle, and high continued. This classification was more nominal than real, since such institutions as La Martinière, Calcutta, St. Paul's, Darjeeling, etc., though recognized as high schools, did not teach the Code course, but, with the consent of the Department, prepared pupils for the Cambridge Senior Local Examination; and in the case of these schools this examination was taken as the school final test.

660. In August 1910, a Departmental Committee was convened to grade schools into one or other of the four classes,—elementary, higher elementary, secondary, and higher secondary. The two latter classes of schools prepare and send up candidates for Junior and Senior School Certificate Examinations respectively. The Junior Certificate Examination is a school-final test for secondary schools, while the Senior is for higher secondary schools. Pupils, however, passing the Junior Certificate Examination may continue their studies further (article 95).

Elementary and higher elementary schools are expected to efficiently prepare and present pupils for departmental tests. Higher elementary differ from elementary in having a supplementary practical course.

661. The following are the supplementary courses:—

APPENDIX III (Article 27).

Supplementary Practical Courses for Elementary Schools.

The following are recognized under article 27 of the Code as supplementary practical courses for elementary schools:—

1.—THE COMMERCIAL COURSES.

(1) Book-keeping (including the purpose and proper form of commercial documents).
(2) Handwriting, to secure speed while preserving legibility and correctness of form.
(3) Shorthand.
(4) Type-writing.
(5) Commercial geography.

2.—THE INDUSTRIAL COURSE.

(1) Geometry.
(2) Algebra.
(3) Mensuration.
(4) Mechanics.
(5) Wood-work or iron-work.

3.—THE AGRICULTURAL COURSE.

(1) Mensuration (with regard to land measurement and surveying).
(2) Elementary agricultural botany, chemistry and geology.
(3) Study of newspaper market reports.
(4) Repair of agricultural instruments.

4.—THE DOMESTIC COURSE.

(1) Cookery and general house management.
(2) Dress-making, embroidery, and lace-making.
(3) Sick-nursing and dispensing.

The scope of the above courses may be modified at the discretion of the Director of Public Instruction.

The following general subjects must be taken up in connection with all the courses—

(1) English—(*a*) Literature (study of standard literature).
(*b*) Composition.
(2) Arithmetic—applied arithmetic and practice in expertness of calculation.
(3) The keeping of ordinary accounts.
(4) Drawing.

662. The new classification took effect in 1911. Some schools were at once permanently placed in one or other of the four grades, while many were provisionally graded. Some of these latter have since been confirmed in the grade in which they were originally placed, whilst a few continue to be provisionally graded. One or two elementary schools have since applied for secondary grading.

Courses of Study.

Secondary Schools

663. The subjects prescribed for secondary schools (article 28 read with Appendix VIII) form as workable and practical courses of studies as can be desired from an educational point of view for European and Anglo-Indian boys who are likely to find a full secondary course of instruction the most suitable preparation for their further career either in the field of education or in the actual business of life. The courses of study are moreover so arranged as to lead up to the Cambridge Examinations for the Junior and Senior Schools Certificates Examinations, whose results have a recognized value throughout the British Empire. Hence a hope may be entertained that the future children of the domiciled community will be better educated and better equipped for the battle of life than they would have been if the old state of things had continued. The schools which have been graded as secondary, are in a position to teach efficiently all the subjects prescribed in article 28 of the Code with the exception of Science and manual Training. Instruction in the former subject is steadily improving, but the latter is still very largely unprovided for, chiefly owing to the want of qualified teachers.

It may be noted that all secondary schools are expected to teach the same curriculum up to Class VIII. After that stage, such secondary schools as have Classes IX and X are allowed a great freedom in the matter of their curriculum.

Elementary Schools.

664. The course for elementary schools contains the usual subjects for children in the primary stage of education, and is divided into an infant stage and six additional standards. It invariably covers a period of nine years, *i.e.* from the age of 5 to 14; and up to Standard IV, corresponding to the age of 12, is practically identical with the preparatory stage in a secondary school. It is therefore possible for a child of 12 to proceed from an elementary to a secondary school without any dislocation of its studies; and if circumstances, as will often be the case, make it desirable to transfer a child from an elementary to a secondary school, the change should ordinarily not take place at a later age. Transfers may, however, take place as late as the end of the elementary school course, viz. at the age of 14; but in this case the child will have a little leeway to make up when it comes to a secondary school.

The syllabus for the infant classes is given in the Code in some detail, but except for Arithmetic and Needlework this has not been done for the higher standards. This omission has been found to be a mistake, as the elementary schools under the Code appear to require greater guidance in the matter of a syllabus of studies than is afforded by the short notes given in Appendix II. It is proposed to provide fuller syllabuses shortly.

Though the end of the elementary school course corresponds normally with the age of 14, it is very undesirable that Anglo-Indian boys—especially having regard to the nature of the occupations open to them in this country—should

terminate their school education at that age. To provide therefore for a continuation of that education, higher classes, at present confined to a comparatively small number of elementary schools, have been opened in accordance with the terms of the Code; the institutions in which such supplementary courses, whether for boys or for girls, are taught being classed as higher elementary schools. The scheme of instruction laid down for these classes, while providing for a continuation of the general education of the pupils, is of an eminently practical nature, and is much better suited for boys and girls who have to leave school at a comparatively early age in order to make their living than the corresponding course in a secondary school leading up to the Junior Cambridge Local. Though regarded at the beginning with grave suspicion,—partly as forming a new departure and partly on account of the designation, *i.e.* higher elementary,—they are gradually winning their way into public favour, and have already elicited the approval of those who are acquainted with the educational wants of the poorer classes of Anglo-Indians.

Scholarships.

665. Under the New Code the following scholarships are to be awarded:— Scholarships.

		Rs.
(*a*) 12 elementary scholarships of Rs. 12 a month for 2 years.	12 × 12 × 12 × 2 =	3,456
(*b*) 6 senior or elementary scholarships of Rs. 12 a month for 2 years.	6 × 12 × 12 × 2 =	1,728
(*c*) 4 junior secondary scholarships of Rs. 12 a month for 2 years.	4 × 12 × 12 × 2 =	1,152
(*d*) 6 senior secondary scholarships of Rs. 20 a month for 2 years.	6 × 20 × 12 × 2 =	2,880
(*e*) 3 collegiate scholarships of Rs. 30 a month for 2 years.	3 × 30 × 12 × 2 =	2,160
(*f*) 2 final scholarships of Rs. 40 a month for 2 years	2 × 40 × 12 × 2 =	1,920
(*g*) Amount required annually to pay for supplementary scholarships under articles 107 and 108.		5,760
(*h*) Amount required annually to pay for scholarships, under articles 107 and 108, to needy Parsi, Jewish, or Armenian children.		1,800
Total scholarships ...		20,856

666. Eliminating the possibility of an extension or diminution of the period of tenure of some of these scholarships, it will be seen that the annual cost to Government on account of European scholarships in the very near future will be Rs. 20,856, as against a sum which amounted to Rs. 13,056, if the 12 middle school scholarships were held for 2 years in high schools, or to Rs. 18,240 if the 12 middle school scholarships were held for 5 years in a technical or professional institution. As a matter of fact, the 12 middle school scholarships granted annually were never all held in a technical or professional institution. The result is that the actual cost to Government on account of the old 20 primary scholarships (tenable for 3 years), 12 middle (ordinarily tenable for 2 years), and 8 high (tenable for 2 years) was considerably less than Rs. 18,240 a year. Scholarships under (*a*), (*c*), and (*d*) were awarded in January 1912. Scholarships under the other heads were not awarded in the quinquennium that has just closed, as no fitting candidates applied for them. Comparison of the Cost of Scholarships under the Old and the New Codes.

667. In addition to the above, there is a State scholarship of £200 per annum, tenable by domiciled Europeans and Anglo-Indians in England or other European countries; but the cost of these is met from Imperial revenues. State scholarship.

A proposal is at present under consideration for the institution of a State scholarship for women. It is only just that young women of the domiciled community who show exceptional talent should have equally with Anglo-Indian lads an opportunity of obtaining a better education that is at present afforded in India in certain branches of study, and it is hoped that it may be found possible to sanction the proposals now before Government.

Grants-in-aid.

Ordinary Grants.

668. Ordinary grants are paid on the attendance-system introduced in 1895.

The following scales were in force up to 1910-11 :—

		Rs.
A.	For the ordinary grant to the Infant Section in day schools—	
	For each of the first 10 scholars in ordinary attendance ...	20
	For each of the second 10 scholars in ordinary attendance ...	15
	For each of the remaining scholars in ordinary attendance ...	10
B.	For the ordinary grant to the Primary Section in day schools—	
	For each of the first 20 scholars in ordinary attendance ...	25
	For each of the second 20 scholars in ordinary attendance ...	20
	For each of the remaining scholars in ordinary attendance ...	15
C.	For the ordinary grant to the Middle Section in day schools—	
	For each of the first 20 scholars in ordinary attendance ...	40
	For each of the second 20 scholars in ordinary attendance ...	30
	For each of the remaining scholars in ordinary attendance ...	20
D.	For the ordinary grant to the High Section in day schools—	
	For each of the first 5 scholars in ordinary attendance ...	120
	For each of the second 5 scholars in ordinary attendance ...	90
	For each of the remaining scholars in ordinary attendance ...	50

To the amount calculated upon these scales an addition of 10 per cent. is made.

Rates as revised by the new Code.

669. The scales now in force are—

(1) The rates given in A and B above have been retained in the new Code for the ordinary grants paid, respectively, (*a*) to the Infant Class, and (*b*) to Classes I to IV of elementary and secondary schools.

(2) The rates given in C above have been retained in the new Code for the ordinary grant to Classes V and VI of elementary schools.

(3) For the ordinary grant to Classes V and VI of secondary schools the rate is—

			Rs.
For each of the first 20 scholars	in ordinary attendance	...	80
Ditto second 20 scholars	ditto	...	60
Ditto remaining scholars	ditto	...	40

(4) The rates given in D above have been retained in the new Code for the ordinary grant to Classes VII to X inclusive of secondary schools, and on account of scholars studying recognized supplementary courses in elementary schools.

A bonus of 10 per cent. of the amount calculated upon these rates and mentioned above has also been retained.

670. The present scale of grants-in-aid is therefore more liberal than that which was formerly in force. It would have been well, however, if when the scale for Classes V and VI of a secondary school was increased, a corresponding enhancement had been sanctioned for Classes VII to X. At present the rate per pupil for each of these classes, if it happens to contain the maximum number of pupils, is less than that for Classes V and VI.

Special Grants for Free Scholars, Orphans, and Destitute Children.

671. The Code of 1897 provided a free-scholar grant of Rs. 2 for each free day scholar in average attendance. This grant was discontinued in 1907. The reason given was that, to the ordinary grant calculated upon the scales given in Section III, Chapter V, an addition of 10 per cent. is made which was never given before. Government assistance is given to free schools on exactly the same system as that on which it is given to schools which can charge considerable fees. The withdrawal of the free scholars' grant has, moreover, proved a hardship to day schools which admit free pupils, and has naturally tended to reduce the numbers of the children of the poorer classes attending school. The question of the revival of this grant should be taken into consideration. Orphans and destitute children in recognized orphanages and boarding schools now get Rs. 8 a month subject to the fulfilment of the conditions laid down in article 47 of the Code. The administration of this grant requires the most careful scrutiny, as applications are often sent in for children whose claims to be of European parentage as defined by the Code cannot be substantiated. The grant, if it is intended to cover the cost of a child's maintenance, is inadequate and might suitably be raised.

Revival of free Scholars' Grant suggested.

Free Boarders' Grant.

672. Provision is made for assistance in bearing the expense of the education of children whose parents live in out-of-the-way places and are in such financial circumstances as to require help (article 48). Towards the close of the last quinquennium, some five children were given help under this section.

Assistance for poor children in out-of-the-way places.

673. No important addition to these rules has been made. The revision of the form of trust-deed is, however, under consideration. Hence authorities of schools in receiving building grants do not at present execute trust-deeds, but give an undertaking that they will comply with such legal formalities in the matter of executing deeds securing grants to Government as shall hereafter be imposed.

Building Grant Rules.

674. The following statement shows the Government grants to higher secondary and secondary schools during 1906-07 to 1911-12:—

Grants-in-aid to Higher Secondary and Secondary Schools.

Particulars of Grants.	St. Paul's School, Darjeeling (Higher Secondary).	La Martinière, Boys and Girls (Higher Secondary).	St. Andrew's School, Kalimpong (Secondary).	St. Joseph's School, Bowbazar (Higher Secondary).	St. Patrick's School, Asansol (Secondary).	Diocesan Girls' School, Darjeeling (Higher Secondary).	Loreto House, Calcutta, (Higher Secondary).	Loreto Convent, Darjeeling (Higher (Secondary).	Pratt Memorial School (Higher Secondary).	Calcutta Girls' School (Higher Secondary).
1906-07.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Grant-in-aid	4,818	...	10,799	8,772	5,423	3,542	4,523	4,408	4,233	5,392
Special grant, Cadet	360	348	342	1,014	444	...	...	...	...	...
Building	...	...	13,050	...	...	500	...	...	...	29,000
Furniture	5,000	...	...	...	...	...	...	...	200	...
Reduction of debts	...	...	...	...	...	7,500	...	...	...	...
1907-08.										
Grant-in-aid	7,664	19,500	15,241	8,464	7,209	13,508	4,312	4,017	4,587	5,775
Special grant, Cadet	366	462	342	1,464	420	...	...	...	...	...
Building	...	4,000	...	...	...	21,100	...	...	...	...
Reduction of debts	...	...	...	...	...	10,400	...	...	...	...
1908-09.										
Grant-in-aid	30,000	20,542	18,150	7,699	5,332	10,000	4,753	4,543	4,515	5,623
Special grant, Cadet	354	456	288	1,398	390	...	...	...	...	...
Reduction of debts	...	...	...	...	...	24,254	...	...	...	...
Others	...	...	...	...	...	1,000	...	...	...	...
1909-10.										
Grant-in-aid	30,000	20,542	19,522	8,489	5,890	10,000	4,432	4,262	5,193	5,730
Special grant, Cadet	348	544	282	1,428	252	...	...	...	...	...
Building	5,000	...	...	...	...	...	...	...	...	...
Reduction of debts	...	...	...	...	...	12,146	...	...	...	...
Others	2,800	...	2,100	...	...	...	...	...	...	...
1910-11.										
Grant-in-aid	30,000	20,542	20,851	9,073	7,850	10,000	5,279	4,251	5,295	8,446
Special grant, Cadet	772	624	422	1,624	836	...	...	...	...	...
Reduction of debts	30,000	...	...	...	...	...	...	...	...	...
Others	...	...	...	...	...	400	...	600	...	...
1911-12.										
Grant-in-aid	30,000	20,542	23,267	14,382	10,161	4,554	8,603	4,873	7,756	8,883
Special grant, Cadet	526	904	300	1,460	802	...	...	...	...	...
Furniture	...	...	...	...	...	...	...	...	180	...
Reduction of debts	10,000	...	...	...	...	2,500	...	...	...	...

675. Almost all the Managers of European Schools concur in the opinion that the new Code is a great improvement on the old Code, and that it is working quite satisfactorily. Parents and teachers have also more confidence in the Cambridge Local Examinations than in the old Primary, Middle and High School Examinations, owing to the fact that the questions are set and answer papers examined in England. Besides, the Cambridge certificate is a better passport to employment; and if the scholar proceeds to Europe to continue his studies, it is of much more use to him than the old High School certificate would be. The grants-in-aid have also been raised in the case of secondary schools under the new Code; but in view of the increased demands made on schools by the new Code, a still further enhancement would no doubt be desirable.

Opinions of Secondary School Managers regarding the working of the new Code.

676. In the light, however, of the experience gained by the working of the Code, criticisms have from time to time since its introduction been offered by School Managers with regard to some of its details. Most of these deal with minor points, and are in several cases of doubtful value; but some of the criticisms, especially those touching on the system of grants-in-aid, are of greater importance and deserve careful consideration. Unfortunately the recommendations made generally involve an increase of Government assistance, and can therefore only be given effect to when additional funds from public sources become available.

Institutions.

Delay in submitting Returns.

677. While none of the Managers failed to submit returns for 1911-12, yet there was a great want of punctuality in the submission. It it hoped that School Managers will think it incumbent upon themselves to be as prompt as possible in submitting returns in the future.

Institutions.

678. These returns show 70 secondary and primary institutions for general school education, and 10 schools for special education for Europeans and Eurasians. The special schools include a Training Class for female European teachers at Kurseong; the two Night Schools at Jamalpur and Kharagpur; the Calcutta Technical School; the Commercial Classes attached to the Young Men's Christian Association and to the Young Women's Christian Association at Calcutta; the Sub-Overseer Classes at the Goethals Orphanage and Victoria School, Kurseong; and the Technical Departments at the Woodburn Homes School at Kalimpong and St. Helen's Convent, Kurseong. The number of secondary and primary schools returned at the end of 1906-07 was 69, the number of special institutions being 3.

Pupils.

Pupils in Secondary and Primary Schools for General Education.

679. On the 31st of March 1912 the rolls of the above 70 secondary and primary schools showed a grand total of 8,640 pupils under instruction. Of these, 8,090 were Europeans and Eurasians; while then umber of Europians and Eurasians on the rolls of the above two classes of institutions on the 31st of March 1907 was 7,188. There is an increase of only 1 in the number of schools, but the returns show a substantial increase of 814 in the number of pupils.

Schools for Special Instruction.

680. The 10 special schools had a total roll number of 469 young men and women on the 31st of March 1912 as against a roll number of 123 on the 31st of March 1907. Of these 469 persons, 418 were Europeans and Eurasians; while the number of Europeans and Eurasians on the same date in 1907 was 117 out of a total of 123. In these schools the non-European element has increased during the quinquennium under review from 6 to 51. The proportion of non-Europeans to Europeans has also increased.

681. The total number of Europeans and Eurasians under instruction on the 31st of March 1912 in 80 institutions was 8,508 as against a total of 7,305 on the 31st of March 1907.

Non-Europeans in European Schools.

682. On the 31st of March 1912 the rolls of these schools showed that there were 699 non-Europeans under instruction. Classified according to race or creed, the 699 non-Europeans were made up as follows: Native Christians 78; Hindus (Brahmans) 57; Hindus (non-Brahmans) 55; Muhammadans 61; Buddhists 42; Parsis 85; and others 321. Under "Others" the pupils of the Jewish Girls' School have been included, as was done in paragraph 602 of the last Quinquennial Report for Bengal. Of the 699 non-Europeans, 456 males and 243 females were returned. The number of non-European pupils attending primary and secondary schools for Europeans on the 31st of March 1907 was 638. The number of non-Europeans shows an increase, in spite of the fact that the maximum number of non-Europeans permitted to attend a European school has been limited to 15 per cent. by the new Code which has just come into force.

Pupils in Stages of Instruction.

683. Of the 8,640 pupils returned as being under instruction in primary and secondary schools on the 31st of March 1912, 2,364 or nearly 28 per cent. were in the secondary stage of education. Of these, 1,434 were boys and 930 girls. Considering that there were, respectively, 4,745 boys and 3,895 girls under instruction, the proportion of boys who remain for the secondary stage of education is 31 against 24 per cent.

684. On the 31st of March 1912 there were 174 boys and 96 girls in the high stage (Classes IX and X of higher secondary schools) of education. The number of pupils in the high stage of instruction cannot be properly compared with the number in 1907, as a different system of classification was then in force.

685. The want of improvement in the number of boys in the high stage is due to the desire which actuates European and Eurasian lads to obtain employment in Railways, the Signalling Branch of the Indian Telegraph Office, the Customs, Licensed Measurers' Department of the Bengal Chamber of Commerce, etc. It can hardly however be maintained—as is said in the last Quinquennial Review, paragraph 604—that the demand for European and Eurasian labour, both in engineering and in the labour market generally, is increasing. Another cause is probably the fact that some boys at the end of the middle school course are taken as apprentices by engineering firms to be trained, or join institutions for technical education, such as the Sub-Overseer's course of the Sibpur Engineering College. A third cause is that some boys whose parents are well-to-do proceed to European countries for specialization at about the age of 14.

European Pupils in Schools for Indians.

686. In addition to the above figures, there were 150 Europeans and Eurasians returned as reading in schools for Indians.

Local Distribution.

687. Of the 70 schools for general education, it would appear that most of them have been established as need arose for them. There are no considerable areas of European population which do not contain at least one school. The largest number of schools is in Calcutta and in its immediate neighbourhoods,—Howrah and Kidderpore. At some stations there is an overlapping of schools, which is due to the existence of several religious persuasions. But so long as differences in religion continue, an overlapping of schools cannot be avoided—a fact which militates against economy and prevents concentration of effort to improve the quality of the education given. Local Distribution.

688. The 8,640 pupils in secondary and primary schools are distributed locally as follows: Calcutta and Howrah 5,548; Darjeeling, Kurseong, and Kalimpong 1,495; Asansol 288; Bankipore 374; Cuttack 127; along the East Indian Railway line 427; along the Bengal-Nagpur Railway line 325; along the Bengal and North-Western Railway line, 14; and along the Eastern Bengal State Railway line 42. In this connection it may be noted that the last named, though State-managed, has only 3 schools for the children of its European staff, whilst the East Indian Railway has 11.

Management.

689. Government has the direct management of two schools only,—the Victoria Boys' School and the Dow Hill Girls' School, Kurseong. On the 31st of March 1912, 304 pupils, or 3·5 per cent. of the total number of scholars under instruction in secondary and primary schools, were being educated in these schools as against a total of 275 pupils on the 31st March 1907. Of the schools under private management a large number are controlled by religious bodies, such as the Irish Christian Brothers, the Loreto Nuns, Church of England, etc. Some of these schools, however, are undenominational, whilst a fair number are owned and managed by Railway Companies. On the 31st of March 1912 we have no privately-owned schools to record; while five years ago there were 2 such schools which educated 77 pupils. Of course it is not implied that no privately-owned schools exist. Far from it. But what is implied is that such schools are not recognized by this Department as forming part of the organized system of European education in Bengal. A fair idea of the work of the different educational bodies may be obtained by considering the number of pupils educated in schools controlled by them: Roman Catholic schools, 4,829 pupils, 55·89 per cent. of the total number of pupils in primary and secondary schools in Bengal; Church of England schools, 1,412 pupils, or 16·34 per cent.; Nonconformist schools, 518 pupils, or 6·0 per cent.; Church of Scotland schools 30 pupils, or 3·55 per cent.; Government schools, 304 pupils, or 3·5 per cent.; schools under undenominational management, 1,123 pupils, or 13·0 per cent.; and schools under Jewish management, 147 pupils, or 1·7 per cent. Management. Preponderance of Roman Catholic Schools.

690. The preponderance of Roman Catholic schools, noticed in paragraph 608 of the last Quinquennial Report, is still maintained, for the number of pupils educated in Roman Catholic schools at the end of March 1912 was more than half the total number of children under instruction. Many of these children are Protestants or non-Europeans.

Schools by Grades and Class of Pupils.

Schools by grades and Sex of Pupils.

691. The 70 primary and secondary schools returned may be classified as follows: for boys, 5 high schools (2 unaided and 3 aided) with 1,334 pupils; 19 middle schools (1 Government and 18 aided) with 2,847 pupils; and 8 primary schools with 345 pupils; for girls, 6 high schools (all aided) with 1,043 pupils; 20 middle schools (1 Government, 18 aided and 1 unaided) with 2,612 pupils; and 12 primary schools with 459 pupils.

For the purpose of this classification, higher secondary schools are reckoned as high schools; secondary and higher elementary schools are classed as middle; elementary schools are classed as primary.

692. This classification is not mutually exclusive, for many of them are mixed schools. Some of them are girls' schools educating boys up to a certain age (say 10 or 11) and only in their lower classes; whilst others educate both boys and girls in all the stages of education which can be imparted in such schools. Of these latter, the most notable case is that of the Welland Memorial School, which in the last Quinquennial Report was returned as a high school under the Church of England management, is now returned as a secondary school, for it can now prepare pupils only for the Junior Local Examination, and this examination is more or less considered as equivalent to the old Middle School Examination of the Bengal Education Department. In this school both boys and girls are taught in all the classes, though the girls generally outnumber the boys. It now has three male teachers—one a Principal, a second a Head Master, and a third a Munshi for the Indian Vernacular—as against one male teacher—a Head Master only—in 1907. The other teachers are females. On the 31st of March 1912 there were 506 girls and 113 girls, respectively, on the rolls of the middle and primary schools for boys; while 838 boys were reported to have been on the rolls of the schools for girls on that date, namely 141, 486, and 211 on the rolls of the high, middle, and primary schools for girls respectively.

Expenditure on Secondary and Primary Schools.

Expenditure on all Classes of European Schools.

Sources of Expenditure.

693. The total expenditure incurred in 1911-12 on European education is returned as Rs. 19,24,196 as against an expenditure of Rs. 17,77,291 incurred in 1906-07,—an increase of Rs. 1,46,905. The former amount was raised as follows: from Provincial revenues Rs. 5,52,657, from Municipal funds Rs. 13,892; from fees Rs. 8,51,617; and from private sources (such as subscriptions, endowments and other sources) Rs. 5,06,030: while five years ago the figures of expenditure on European education from the above four sources were respectively Rs. 4,43,569, Rs. 1,965, Rs. 7,65,544, and Rs. 5,66,213. There has thus been an increase in fees of Rs. 86,073. There has been a decrease in income from private sources of Rs. 60,183. The last Quinquennial Report expressed a doubt whether the income returned from private sources was ever really collected (paragraph 615), so the decrease may be considered more apparent than real.

Expenditure on Buildings.

694. During the year 1911-12 a sum of Rs. 99,796 was spent on buildings and furniture. The share of the expenditure borne by Government was Rs. 20,747, or 20·53 per cent. According to the returns, the balance was appropriated as follows: from fees Rs. 51,149, and from private sources Rs. 27,900. Five years ago, in 1906-07, the expenditure on buildings and furniture amounted to Rs. 3,77,423, of which Government contributed Rs. 1,12,786 or 29·9 per cent.

Boarding Charges.

695. The expenditure on the boarding departments attached to European schools amounted in the year 1911-12 to Rs. 6,33,894. The contribution from Government was Rs. 2,07,821, of which a sum of Rs. 1,45,318 was given in the shape of free boarders' grant (articles 46 and 47 of the Code) for the maintenance of needy children in orphanages and in some boarding schools; the

balance was spent on the Government establishments of its three institutions at Kurseong. The remainder of the boarding charges was defrayed from fees Rs. 3,17,092, and from private sources Rs. 1,08,981. Five years ago, on the 31st of March 1907, the boarding charges amounted to Rs. 5,23,494 raised as follows: Provincial revenues Rs. 20,263, fees Rs. 4,30,169, and private sources Rs. 73,062.

Errors in Statistics of Expenditure.

696. It is very desirable that items of expenditure should not be mixed up—as, for example, capital expenditure should not be mixed up with ordinary expenditure, or the boarding accounts with those of the school. The confusion of statistics is not so hopeless as it was five years ago. In the quinquennium that has just closed, Government appointed a special officer to look into the system of accounts in European schools. A uniform system was evolved, which by Government orders was made compulsory for all schools except the Government schools at Kurseong, whose books are audited by the Accountant-General, Bengal, and the school connected with the Woodburn Cottage Homes at Kalimpong, whose accounts together with the accounts of the various branches of the Mission were combined in one system, with the result that the accounts of the school could not be kept according to the prescribed system, without causing extreme difficulty to the authorities. The present way in which accounts are kept in European schools, though improved, is by no means free from occasional grave errors; and the signature of the so-called auditors is sometimes obtained after a very perfunctory inspection of the accounts.

The Cost of the two Government Schools.

Victoria Boys' School.

697. The total expenditure on the Victoria School, Kurseong, for 1911-12 was Rs. 77,982 as against Rs. 79,395 for 1906-07. The amount of direct expenditure including tuition was Rs. 43,475. The income realized from fees, fines and sale of old articles was Rs. 30,454, and the average roll number throughout the year was 183; the working cost to Government in 1911-12 may therefore be taken as Rs. 47,528, and the average cost per pupil as Rs. 252 nearly. The corresponding figures in 1906-07 were Rs. 47,232 and Rs. 270.

Dow Hill Girls' School.

698. The total expenditure on the Dow Hill School, Kurseong, during the year 1911-12 amounted to Rs. 55,644 against Rs. 48,997 in 1906-07. The amount of direct expenditure (including tuition) was Rs. 30,834. The former amount includes a sum of Rs. 1,278 spent on the repairing and tuning of pianos. If this amount is excluded, the cost of the school during the year may be taken as Rs. 54,366. The fees realized during the year amounted to Rs. 22,551, and the average number of girls on the rolls during the year was 120. Thus the working cost to Government during 1911-12 may be stated as Rs. 31,815, and the average cost per pupil as Rs. 265 nearly. The corresponding figures during 1906-07 were Rs. 27,956 and Rs. 288. The expenditure has risen by Rs. 3,859, but owing to the increase in the average roll number from 97 to 120, the cost per pupil has now been reduced from Rs. 288 to Rs. 265 during the quinquennium under review.

Examinations.

Examinations held under the Code.

699. The old examinations known as the Primary, Middle, and High School Examinations were held up to 1909. In 1910 only the Primary and Middle School Examinations were held. A substitute for the old High School Examination for 1910 had to be found, because scholarships had to be awarded. The substitute was the Senior Local Examination in a selection of subjects prescribed by the Department.

In 1911, for the first time, Junior and Senior Local Examinations were held for the pupils of secondary schools, also the Elementary School Certificate Examination for those of elementary schools. The last examination is, however, not recognized by the Department.

Value of Cambridge University Certificates.

700. The certificates granted by the Cambridge Syndicate for local examinations are much appreciated by the teachers and the parents of the pupils alike, for they are better passports to employment than the former departmental certificates: they are also of more use to scholars proceeding to England to continue their studies, for the authorities of the English schools exactly know what such scholars are worth.

Examination Results.

701. In 1911, 68 boys and 35 girls were presented for the Senior Local Examination, of whom 39 boys and 17 girls were successful. The number of successful candidates, both boys and girls, should have been greater. The poorness of the result may be attributed to the fact that the authorities of some of the schools were working more or less in the dark, and it is to be hoped that the experience which they gained will lead to better results in the future.

At the Junior Local Examination of 1911, 128 boys and 47 girls appeared, of whom 53 boys and 35 girls passed.

At the Elementary School Certificate Examination 96 boys and 58 girls were present, of whom 45 boys and 41 girls were successful.

Calcutta University Matriculation Examination.

702. The results of the Matriculation Examination have been described under Collegiate Education.

Breaches of the conditions of recognition.

703. The Convent at Chandernagore, which is recognized by the Department as a Higher Elementary School, has by adjusting its curriculum for the preparation of its pupils for the Calcutta University Matriculation Examination violated the orders of the Department. Moreover, the Convent is not recognized by the Calcutta University for the purpose of its Matriculation Examination. An inquiry will be made into the affairs of this school, and its exact status will be defined.

Another recognized institution which was in similar position was the Armenian Philanthropic Academy in Free School Street, Calcutta. Prompt action was taken in removing it from the official list of recognized schools. Subsequently its authorities explained matters; but they are apparently still uncertain as to the courses they wish to adopt and even now desire affiliation to the Calcutta University. They have been asked to make a definite choice—whether they wish to work under the European Schools Code, or the University of Calcutta. It contains 98 pupils. As at present it does not conform to Departmental regulations, it has been classified as a Private Institution.

704. The examination for the elementary school certificate is at present not quite satisfactory. It was originally intended to make this examination entirely oral, but on subsequent consideration it was decided, and laid down in the Code that it should be by written papers owing to the practical difficulties involved in making arrangements for a satisfactory test which should be completely oral. The Code, however, prescribes that as soon as the Department can make the necessary arrangements, the written examinations shall be supplemented by an oral one to be held *in situ*. So far the oral test has not been introduced; while the written examination suffers from the want of a definite standard owing to the omission, already referred to, from the Code of definite syllabuses for elementary schools. This omission will it is hoped shortly be rectified, and the examination thus put on a more satisfactory basis; but in addition the question of the oral test will have to be further considered before it is actually introduced, especially with a view to defining its scope and determining its relation to the written examination.

Imperial Grant.

705. A special recurring grant of Rs. 65,000 was made in 1911-12. From the Delhi grant of Rs. 50,00,000, Rs. 3,00,000 has been assigned to European education, and the share allotted to Bengal as now constituted is Rs. 1,50,000.

Teachers.

Less Employment for European and Anglo-Indian Boys in India, and the effect of this upon European Education.

706. The Very Reverend Father Meunier, Rector of St. Joseph's, North Point, Darjeeling, in his evidence before the Hill Schools Committee, 1904, describes his Special Department as containing 25 boys who were being prepared for the Police, Superior Accounts, Rurki, the Opium Department, Cooper's Hill, the Forest Department, and the Survey of India. Very few of these avenues to employment now remain open, and vacancies in them are few and far between. European and Anglo-Indian boys educated in India have therefore little inducement, so far as Government employment is concerned, to carry their education beyond the standard of the Senior Cambridge Local Examination.

707. It appears, looking at the returns of teachers for 1911-12, that there were 596 teachers on the staff of the various primary and secondary schools in Bengal. This means that there was on an average 1 teacher to every 15 pupils nearly. This is very satisfactory numerically, since the new Code [article 17(*b*)] requires 1 teacher to every 30 pupils. As regards training, and qualifications, no competent critic can feel satisfied with the existing teachers.

Teachers adequate in Number; Quality unsatisfactory.

708. Of the teachers returned, 44 only, or about 7 per cent., were graduates, and only 36 or 6 per cent. received training of any kind. The number of teachers returned as trained has fallen off from 42 to 36. To counterbalance this paucity of trained teachers, it should be remembered that no fewer than 29 of the 71 secondary and primary schools are managed by the Jesuits, the Loreto Nuns, and the Irish Christian Brothers, who are satisfactory teachers and who have passed the examinations of their own orders. Their pupils are uniformly successful at public examinations. Again, 92 teachers as against 95 in 1906-07, or about 15 per cent., possess no qualifications whatsoever; and 40, as against 58 in 1906-07, possessed no higher certificates than the Middle School or the Junior Local Examination. On the whole, the requirements of the Departmental Committee which settled the grading of European schools have effected an improvement in the quality of the teaching staff, as the number of graduates employed has risen from 23 to 44. The decrease in the number of teachers returned as trained is very unsatisfactory.

Qualifications of Teachers examined.

709. In the quinquennium that has just closed there were no facilities for the training of European male teachers in Bengal. Only one candidate from Bengal has proceeded for training to the Training Class at Sanawar since its establishment. The reason why young men do not care to enter the teaching profession is that the prospects of teachers in European schools, not only in Bengal but also in other Provinces of India, are very poor. The appointments are few and badly paid.

Training of Male Teachers.

710. There is a Training Class for European female elementary teachers, divided into two years, with 10 students in each. It is attached to the Dow Hill Girls' School, Kurseong. It is intended to turn out 10 trained elementary teachers every year. The course of instruction comprises all the subjects named in paragraph 656 of the Third Quinquennial Report.

Training of Female Teachers.

711. The inadequacy of the present arrangements is so patent that no elaborate description is necessary. Want of money is the chief cause of this inadequacy. Sir A. Earle proposed a college which could accommodate 30 female teachers and which would possess a staff of its own, consisting of a highly qualified Lady Principal, an Assistant Lady Principal, an Assistant Teacher of Kindergarten Method and an Assistant Teacher of Domestic Science. But the scheme was so costly that it had to be suspended, and nothing has been done since to establish a Training College.

Schemes for training of Secondary Teachers.

A modified scheme, however, for the training of five secondary teachers, the number of elementary teachers under training being proportionately reduced, has recently been prepared. It is proposed to bring out a Lady Principal from England who will supervise the whole educational work at Dow Hill. The little boys below the age of 8 who are at present taught at Victoria School will be transferred to Dow Hill, to increase the Practising School, and to benefit by the superior skill in the earliest stage of education which is undoubtedly possessed by women as compared with men. New buildings will have to be erected, and plans and estimates are now being drawn up. This scheme will probably be submitted to Government for sanction before the publication of the present report.

712. The Annual Examination of the Kurseong Training Class was held on the 2nd November and the four following days, and was conducted by the Inspectress of Schools, Presidency, Burdwan and Orissa Divisions, and the Inspector of European Schools, Bengal.

Report on examination of Government Training Class for 1911-12.

The Inspectress was responsible for the examination in Drawing, Needlework, and Special Methods of Teaching (Juniors and Seniors), Botany or Nature Study (Juniors), and School Hygiene and School Management (Seniors). The Inspector and Inspectress conducted the test in Practical Lessons (Juniors and Seniors), and the former the examination in Psychology, (Seniors) and the History of Educational Theory (Juniors and Seniors).

The deterioration of the students' work in Special Methods of Teaching, Nature Study, Practical Lessons and Psychology was due to the absence of Miss Davies from the college on leave. The deterioration was most marked in the work done by the students in Nature Study and Special Method of Teaching.

Comparison of the Cost of Training Class in 1906-07 and 1911-12.

713.. The cost of the Dow Hill Training Class to Government was Rs. 3,755 in 1906-07 and Rs. 7,431 in 1911-12. This increase in expenditure is ascribed to the purchase of modern books and magazines for the library; carpets, models and designs for teaching Physiology and Geography; and the laying out of a tennis court and garden (for the teaching of Botany).

Outturn of Trained Elementary Teachers during the quinquennium.

714. The following statement shows the number of female teachers trained and passed out since 1907:—

	1907.		1908.		1909.		1910.		1911.	
	Number sent up.	Number passed.	Number sent up.	Number passed	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Seniors ...	10	6	6	5	9	8	8	7	11	11
Juniors ...	5	4	10	9	11	9	12	11	8	4

The total number of trained teachers sent out since March 1907 is 37.

Professional and Technical Training.

General Remarks.

No special institutions for any profession except teaching.

715. According to the returns for 1911-12 there were 618 (including 20 girls in training schools) Europeans and Eurasians studying Law, Medicine, Art, Agriculture, Commerce, and Engineering. As regards Teaching, it has been already remarked that there is no institution for the training of male teachers in Bengal. The Training College at Kurseong has been exclusively reserved for females. For the other professions, Europeans and Anglo-Indians are trained in institutions open to students of all nationalities. The only exception is the Sub-Overseer classes which are attached to the Woodburn Cottage Homes School, Kalimpong, Victoria School, and the Goethals Memorial Orphanage, Kurseong. These classes are intended solely for Europeans and Anglo-Indians. It should be mentioned that the Woodburn Cottage Homes Sub-Overseer class has been discontinued and has been replaced by a Supplementary Practical class (for Higher Elementary Schools).

Law.

Law.

716. Very few young men of the domiciled community qualify themselves for Law. This is largely because their financial resources are generally too limited to allow them to go through the necessary University courses.

The rolls of the University Law College show that there was only one Anglo-Indian student studying Law on the 31st of March 1912.

Medicine.

Medicine.

717. There were 123 European and Eurasian students in the Medical College on the 31st March 1912. Of these, 104 were males and 19 females. The number on the 31st March 1907 was 59, of whom 46 were males and 13 females.

Art.

Art.

718. One male and three female Europeans or Eurasians were students of the Government School of Art on the 31st of March 1912. On the 31st of March 1907, there were only 2 European or Eurasian females studying Art. According to the figures supplied by the Officiating Principal, a total number of 7 males and 8 females have been students of the above school in the interval between 31st March 1907 to 31st March 1912.

Agriculture.

719. The Agricultural classes at Sibpur were abolished in 1907. The last examination was held in 1908, at which no European or Eurasian appeared. The Sibpur Classes.

720. The Woodburn Cottage Homes Estate at Kalimpong extends to about 500 acres, of which 440 acres are contiguous to the settlement and 60 acres are at a lower elevation and are used for a Demonstration Farm for the benefit of the district. The expense of maintaining the Demonstration Farm is met by a Government grant through the Agricultural Department, which superintends the experiments. The Homes Farm during the quinquennium was under the charge of Mr. P. W. Goodwin, who holds a British Diploma in Agriculture. A herd of hill cattle (Siri) is maintained with a view to establishing a recognized herd of pure cattle for the benefit of the district. In the care of the herd the Homes have the benefit of the supervision of the Civil Veterinary Department (Bengal). The Woodburn Cottage Homes, Kalimpong.

721. The Agricultural pupils have been almost all lads preparing for emigration to the Colonies. In 1907-08 there were 3 pupils; in 1908-09, 3; in 1909-10, 4; in 1910-11, 6; in 1911-12, 5. Of these nearly all have emigrated (see page 146).

722. The average age of the pupils for 1911-12 is 16½. The pupils get a practical training in all kinds of field and garden work, and in the care of the cattle, and in the slaughter-house. Mr. Goodwin gave lectures on agricultural subjects,—Agriculture, Agricultural Chemistry and Botany,—treated in a simple manner.

Commerce.

723. The Commercial Class at the Victoria School, Kurseong, alluded to in paragraph 672 of the last Quinquennial Review, was not popular, and has since been abolished.

724. On the 31st of March 1912 there was no recognized Commercial Class attached to a secondary school, with the exception of the existing Commercial Class attached to the Dow Hill Girls' School, Kurseong. The subjects taught are the Pitman system of Shorthand, Typewriting, Book-keeping, and Commercial Correspondence. The question of fully developing the present class on the basis of this commercial course recommended in Appendix III of the Code is under consideration. This revised course has been recommended for the sanction of Government. There were three girls in the class on the 31st March last. Commercial Class at Dow Hill School.

725. The Commercial Class attached to the Wellington Branch of the Young Men's Christian Association of Calcutta is now located in premises No. 135, Dharmatala Street. It is exclusively for males. It is intended to aid young men of the domiciled community who are of limited means in qualifying themselves for posts in mercantile offices. The class is held in the evening, three times a week. It is now restricted in its scope, since it teaches Book-keeping, Shorthand and Typewriting only. A few young men are admitted for preparation for the Public Works Department 4th Grade Accountantship Examination. On the 31st of March 1912 there were only 8 young men studying Shorthand and Typewriting, and 7 preparing for the Public Works Department Accounts Examination. There were three teachers, costing about Rs. 75 a month for salaries. The Government grant is Rs. 50 a month. Commercial Classes in Calcutta.

At the Young Women's Christian Association Commercial Class at 134, Corporation Street, Calcutta, there were 225 young women, of whom 40 and 76 were learning Shorthand and Typewriting respectively. The character of this class has undergone a considerable change since 1907, for such subjects as Cookery, Dressmaking, French, Hindustani, Nursing, Millinery, Music, Physical Culture, etc., are now taught. On the 31st of March 1907 the Young Women's Christian Association Commercial Class had a roll number of 72 only, and confined itself to teaching Shorthand and Typewriting only. The expansion has thus been great and rapid. The Government grants are Rs. 50 and Rs. 105 a month.

Commercial Classes attached to Higher Elementary Schools.

726. In addition to the above, there were Commercial Classes opened in January 1912 in connection with St. Joseph's Free School, Calcutta, Catholic Male Orphanage, Calcutta, St. Paul's Mission Schools, etc. These were started to give effect to the second clause of article 15 of the Code. The subjects taught are either the commercial course or a course of subjects selected from two or more of the courses outlined on page 4.

Engineering.

727. On the 31st of March 1912 there were 3 and 24 students attending, respectively, the Engineer Department and the Apprentice Department of the Sibpur College, as against 4 and 41 students in the same two departments on the 31st of March 1907.

Falling off in the Number of European Students at Sibpur College.

728. No European candidate appeared at the B. E. Examination of 1911. "In 1910," says Mr. Heaton, "there was one (A. J. King) who obtained the guaranteed post of Assistant Engineer, Public Works Department." "I am concerned," continues Mr. Heaton, "at the falling off in the number of European candidates for admission to the college: they form a very valuable feature here—most useful at both work and play. If the community realized the excellence of the training we can give in Civil, Mechanical, and Electrical Engineering and Mining, I feel sure that they would send their sons here in greater numbers. There is a demand amongst employers for technically trained Europeans of the right sort, and lads of proper character have no difficulty in finding employment."

Conditions under which Europeans can be admitted into the Apprentice and Engineer Departments.

729. The conditions of admission to the Apprentice Department have been changed, and now are as follows:—

(1) The Junior Cambridge Local.

(2) The passing of the examination held at the end of the Supplementary Industrial Course of Elementary Schools or its equivalent."

Lads selected for admission under (1) must take extra Mathematics; Elementary Science and Drawing; lads selected under "equivalent" include those who have passed (1) the old Middle School Examination of Bengal, as also the present Middle School Examination of other Provinces; and (2) Standard VIII. For admission into the Engineer Department the Senior Local is required, the subjects being Arithmetic, Geometry, Algebra with Analytical Geometry or Differential Calculus, Chemistry or Physics, or both if possible, English Language and Literature.

"The University," writes Mr. Heaton, "will not permit Europeans to appear at their Engineering examinations unless they have taken Honours in Cambridge Senior Local and have pursued a further course of study as laid down by the Syndicate. This however need not prevent European and Eurasian lads from joining the college, as the college examinations are of identically the same standard and they would be under no disqualification in seeking employment afterwards, and the rules are so drafted as to allow them to compete for guaranteed Government posts on the same terms as B. E's."

The Inspector of European Schools should bring to the notice of the Head Masters of secondary and higher secondary schools the conditions under which lads are admitted to the Apprentice and Engineer Department of the Civil Engineering College, so that those who wish to become Overseers or Engineers before leaving school may be taught such subjects, especially Drawing, as will befit them for admission for training as Overseers or Engineers.

The Sub-Overseer Class at Victoria School.

730. On the 31st March 1912 there were 8 boys in the Sub-Overseer class of the Victoria School. Of these, 4 were in the first year class and 4 in the second year class. The classes were examined by Dr. Denning on the 26th of May 1911. The boys were taken in October 1911 to Siliguri for training in survey work. Three of the four boys in the second year class sat for the Sub-Overseer Examination in March 1912; the fourth having taken up work in Calcutta did not enter for the examination.

731. The following statement shows the strength of the Sub-Overseer Classes at the Victoria School and Goethal's Memorial Orphanage at Kurseong and the Woodburn Homes at Kalimpong and their success during the last quinquennium:—

Statistics of the two Sub-Overseer Classes at Kurseong and the one at Kalimpong.

Year.	First year.	Second year.	Sub-Overseer Examination.		Remarks.
			Candidates.	Passes.	
1907-08.					
(1) Victoria School ...	10	5	5	3	.....
1908-09.					
(1) Victoria School ...	2	8	5	2	.....
(2) Goethal's Memorial Orphanage (*a*).	9	.....	.....	.....	(*a*) Classes started and affiliated to the Sibpur College in 1908.
(3) Woodburn Homes (*b*).	7	.....	.....	.....	(*b*) Ditto ditto.
1909-10.					
(1) Victoria School ...	9	1(*c*)	.....	.....	(*c*) Left school before end of term.
(2) Goethal's Memorial Orphanage.	4	4	4(*d*)	.....	(*d*) All failed.
(3) Woodburn Homes	7	3	2(*d*)	.....	.....
1910-11.					
(1) Victoria School ...	4	2(*e*)	.....	.....	(*e*) Obtained employment before the examination.
(2) Goethal's Memorial Orphanage.	9	3	3	1	.....
(3) Woodburn Homes	.....	2	2(*f*)	1	(*f*) One died and one passed. Class replaced by a supplementary practical class (for Higher Elementary Schools).
1911-12.					
(1) Victoria School ...	4	4	3	2	.....
(2) Goethal's Memorial Orphanage.	6	6	4	2(*g*)	(*g*) One got a mining diploma in the Civil Engineering College.

732. The main reason for discontinuing the Sub-Overseer Class at Kalimpong was that under the new Code the Sub-Overseer course is not allowed, as formerly, to be taken as an alternative to the Higher Elementary course, but must come *after* the Higher Elementary. The cost of maintaining a special staff for a few students looking forward to Sibpur seemed unjustifiable. Most of the boys who have passed through the Sub-Overseer Classes have obtained situations on railways. At the beginning of 1912 the classes were organized as Higher Elementary under the Code for European Schools, and consisted of 3 boys in the second year and 4 in the first year.

Reasons for discontinuing the Sub-Overseer Class of the Woodburn Cottage Homes, Kalimpong. Class replaced by supplementary class (for Higher Elementary Schools).

The curriculum of these classes includes—

(1) English.
(2) History and Geography.
(3) Mathematics including Arithmetic, Algebra, Trigonometry, Mensuration, Geometry (Theoretical and Practical), Mechanics (second year).

(4) Elementary Science (Theoretical and Practical).
(5) Wood-work in the first year and Smithy work in the second year.
(6) Simple Surveying.

Up to the end of 1911 the classes were taught by Mr. Edward W. Potter, who holds a first class certificate in Engineering from the University College of South Wales. At present the classes are taught by Mr. S. L. W. Rose, M.A. (Glasgow), and the Wood-work by Mr. A. F. Williams, who holds a certificate in that department.

The Jamalpur Night School.

733. This school is attended by the East Indian Railway apprentices of Jamalpur. They are instructed in Algebra, Mechanics (Applied), Mensuration, and in the principles and construction of steam engines and machines. The average nightly attendance in the year 1911-12 was 50.

The Kharagpur Night School.

734. This school is attended by the Bengal-Nagpur Railway apprentices of Kharagpur. The school has been recognized since September 1907. There are four classes, called A, B, C and D. The subjects taught are Machine-construction, Drawing, Steam, Applied Mechanics, Geometry, Practical Mathematics (Advanced and Elementary). The school has a staff of four masters. The average nightly attendance during 1911-12 was 41.

Calcutta Technical School.

735. The pupils of this school are mostly apprentices in the engineering firms in Calcutta. The school is held in the evening in St. Joseph's School, Bow Bazar. Mathematics, Drawing, Building-construction, Higher and Lower Steam, Higher and Lower Mechanics, and Electricity are taught in the school. There were 59 boys on the rolls on 31st March last, and the average nightly attendance was 55. It has a staff of four European teachers.

The Domestic Training of Girls.

736. The new Code requires that girls of both elementary and secondary schools should be taught the elements of housewifery. But no syllabus has yet been drawn up. School Managers are therefore working somewhat in the dark as to the exact requirements of the Code in this respect. A programme of work for girls in Domestic Science is under preparation.

St. Helen's Convent.

737. St. Helen's Convent is the only institution for European girls which appears to impart sound instruction in Domestic Science. The subjects taught are Dress-making and Millinery (three years' course); Cookery (one year's course); and Sick-nursing (one year's course). Typewriting and Shorthand are also taught since March 1907. Seventy-three young ladies have passed through the Technical Department of this Convent. Of these, 50 have completed their training; the others were unable to do so, because their parents could not afford to send them back a second year.

The Woodburn Cottage Homes, Kalimpong.

738. All the girls in the Homes get domestic training from 5 years of age till they leave. This is one of the leading elements in their course. In each cottage there are 30 girls of mixed age—ranging from 5 to 17—under the charge of a House Mother and an Assistant House Mother. No domestic servants are permitted in the cottages, so that the children have to do all the household work under the guidance of the ladies. One girl is kept at home from school in the forenoon to help in the preparation of the dinner; otherwise all go to school. This girl (kitchen girl) is changed every week, and an effort is made to engage 10 to 12 girls in this work, so that the loss of schooling is reduced to the minimum. When she leaves the Homes a girl should be competent to clean, cook, wash, and generally care for all departments of house work.

For two years a class in Domestic Economy was held once a week for the elder girls. This has been replaced by the full scheme for training children's nurses which has only been in operation since the beginning of 1912. The girls who have completed the elementary course (and such older and backward girls as are not thought likely to complete the elementary course and look forward to becoming children's nurses) take a three years' training. *The first year* is in the dress-making and tailoring department, where they learn practical and scientific methods. (In 1910 there were 9 pupils; 1911, 9 pupils; and in 1912, 4 pupils.) *The second year* is in hospital and sanitarium, where they get an insight into sick-nursing and cooking, and get lectures on subjects pertaining to hygiene and the sick. (In 1911 there were 3 pupils, and in 1912, 6 pupils.) *The third year* is in the Babies' Cottage, where they are taught to

look after young children, just as they will have to do in a situation. It is hoped soon to give these girls a training in Kindergarten methods, while they are in the Babies' Cottage. (In 1912 there were 7 pupils.) The boys get a domestic training similar to that given to the girls. Except in the hostels for the bigger lads, no domestic servants are kept in the boys' cottages.

739. The girls, in orphanages and schools for the poorer classes are instructed in household management, though the method and details of instruction vary with each locality or school. All that is now required is that both the Inspector and the Inspectress should endeavour to develop domestic training as much as possible. General Domestic Training at Girls' Schools.

Recognition of Secondary Schools by the English Board of Education.

740. The recognition of certain European schools in Bengal for the purpose of the one year's qualifying service required for admission to column B of the Register of Teachers, as noted in paragraph 685 of the last Quinquennial Review, has been withdrawn from the 31st March 1908 by the Board of Education in their letter to the Under-Secretary of State for India, dated 26th March 1908.

Volunteering.

741. At the end of 1911-12 there were 534 efficient and 913 extra efficient cadets in the European schools for boys of the Province as against 1,162 efficient in 1906-07. The cadet grant given during the year was Rs. 10,508 as against a grant of Rs. 6,972 paid in 1906-07. These figures show some improvement in efficiency; the returns of expenditure for 1911-12 show that the cadet companies exist solely on account of the Government grant. The Government grant was supplemented by a grant of Rs. 300 to provide a challenge shield to be shot for by the five schools in the Darjeeling Hills made by Sir Edward Baker. Very little money from private sources is spent on furthering the cadet movement; and Government money is not always properly spent. A case of the diversion of cadet funds to the ordinary purposes of the school was detected by the Inspector of European Schools. Inspecting officers should be on the watch to check such abuses. Towards the end of the quinquennium there was a movement to start Boy Scouts in India, but it was not regarded with favour by the authorities of the schools concerned. The greater amount of liberty to be given to the boys under the Baden Powell system did not seem to them advisable in India; but the want of qualified persons to act as Scout Masters was probably the strongest reason against its introduction. A few Boy Scouts have, however, been got together in Saidpur and Calcutta, and the movement may be regarded as a "council of perfection" which would be most beneficial in the way of teaching the boys general handiness and self-reliance if local circumstances were favourable. Cadets. Boy Scouts.

The Anglo-Indian Problem.

742. Education is the great want of the domiciled European and Anglo Indian community, though the edcuation of the middle class is a problem quite distinct from that of the dwellers in the slums of the big cities. Education, the great want of the Domiciled Community.

It must not be forgotten that the measures taken to improve the education of Indians date from so long back as 1812. Sir Charles Wood's Education Despatch dates from 1854; Departments of Public Instruction date from 1856; and the first three Indian Universities from shortly afterwards. Lord Canning and Lord Lytton wrote minutes, but nothing definite was done by Government for European and Eurasian education till 1881.

743. Europeans and Anglo Indians were therefore distanced by natives of India in the educational race, and had a long leeway to make up. The effect of this is seen in their being ousted from most employments by Indians, whose labour is equally if not more efficient, and who can work for less wages. Europeans and Anglo-Indians distanced by Indians in the Race for Education.

Opening of Careers for Europeans and Anglo-Indians.

744. A considerable stimulus would be given to the efforts now being made for the improvement of the education of the domiciled middle class if larger opportunities were afforded or the former facilities restored for the admission of talented and well educated Anglo-Indian young men to the higher branches of Government service. Not that employment of the kind could possibly absorb more than a small proportion of the community, but the prospects thereby held out to the more distinguished pupils of our school and colleges would undoubtedly tend to raise the general level of European education in this country. It is not through Government employment that the solution of the Anglo Indian problem will be found, but in a fuller participation than heretofore by the community in the industrial and commercial development of India,—a participation with regard to which their permanent domicile places them at a great advantage compared with their European kinsmen, but which they cannot hope to secure until their present education and training are largely improved.

Additional Scholarships required.

745. The scholarships open to Europeans and Anglo Indians should also be improved in number and value. The present scholarships offered for study in Europe are hardly sufficient.

Training Classes for Teachers.

746. The teachers should also be taken in hand by establishing Training Classes; but this will be useless until a market is established for their talents. Teachers will not improve themselves till better pay can be ensured them in proportion to their improved qualifications.

The treatment of the Europeans and Anglo-Indians of the lowest class.

747. For Europeans and Anglo Indians of the lowest class, the remedy is to get hold of the children young, and to try to train their characters so as to "eradicate in early childhood the seeds of that inveterate vice of the country-born or half-caste—the indolent contempt for honest labour."

This is best done in schools with healthy surroundings and in a good climate, like the Woodburn Cottage Homes at Kalimpong. India wants more Kalimpongs. These might be combined with schemes for settling suitable persons of the domiciled community upon the land, on the analogy of the Anglo Indian colony at Whitfield near Bangalore. Many of the undesirable qualities of the low class Anglo Indian are due to his environment. Such Anglo Indians usually herd together in the great cities, where the rise in rents compels them to live under conditions of overcrowding gravely prejudicial to morality. The Whitfield scheme failed from the innate aversion of the community to manual labour, and it is a necessary condition for any hope of better things that this aversion should be eradicated by preliminary training.

More Schools on the Model of Kalimpong wanted.

748. It is matter for congratulation that a beginning was made in 1911 in a small way by the Home Missionary Society of India, which is composed of members of the domiciled community, to establish a school on the model of Kalimpong at Wellington in the Nilgiris. The Madras Missionary Conference has resolved that "an institution on the lines of the Kalimpong Homes is one of the best practical methods of immediately tackling the problem" of the domiciled community. The Rev. Dr. Graham attended a public meeting at Madras, during the Governorship of Sir Arthur Lawley, which came to the same opinion. A site has been applied for on the Pulney Hills, so something practical may be expected to result from the discussion.

The Kalimpong Homes.

Progress of the Kalimpong Homes during the quinquennium under review.

749. The last Quinquennial Review gave certain statistics of the Kalimpong Homes since their commencement. For the quinquennium under review the statistics are—

(1) Average number of children in residence—

Year.			Number.
1907-08	...	...	213
1908-09	...	...	260
1909-10	...	...	270
1910-11	...	...	305
1911-12	...	...	343

(2) Particulars of income and expenditure—

Maintenance and Upkeep.	Year to 31st March 1908.	Year to 31st March 1909.	Year to 31st March 1910.	Year to 31st March 1911.	Year to 31st March 1912.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
INCOME.						
Maintenance and Upkeep.						
Subscriptions	41,285	46,040	63,692	68,646	66,731	2,86,394
Government grants ...	20,241	23,254	24,610	25,851	23,267	1,17,223
Fees	18,549	24,614	23,266	25,295	29,640	1,21,364
Interest on investments ...	964	1,079	1,135	1,220	1,907	6,305
Buildings, Furniture, &c.						
Subscriptions ...	42,200	27,275	8,983	61,274	29,990	1,69,722
Legacies	.....	.....	9,000	881	.....	9,881
Government grant ...	15,000	.....	2,100	.....	10,000	27,100
White Legacy and Queen Mary's gift.	.....	.....	.....	.....	25,000	25,000
Total ...	1,38,239	1,22,262	1,32,786	1,83,167	1,86,535	7,62,989
EXPENDITURE.						
Maintenance and upkeep ...	76,067	97,442	1,10,957	1,11,816	1,15,547	5,11,829
Buildings, furniture, and water-works.	44,716	48,507	29,846	16,793	44,405	1,84,267
Total ...	1,20,783	1,45,949	1,40,803	1,28,609	1,59,952	6,96,096

(3) The following statement shows the number of workers engaged in the Colonial Homes during the five years from 1st April 1907 to 31st March 1912:— Particulars of Workers at the Kalimpong Colonial Homes.

1st April 1907 ...	... Cottage workers	18	
	Teachers	7	
	Other workers	4	
			— 29
31st March 1908 ...	... Cottage workers	19	
	Teachers	10	
	Other workers	4	
			— 33
31st March 1909 ...	... Cottage workers	23	
	Teachers	11	
	Other workers	5	
			— 39
31st March 1910 ...	... Cottage workers	24	
	Teachers	11	
	Other workers	5	
			— 40
31st March 1911 ...	... Cottage workers	24	
	Teachers	12	
	Other workers	5	
			— 41
31st March 1912 ...	... Cottage workers	26	
	Teachers	13	
	Other workers	5	
			— 44

NOTE.—*Cottage workers.*—House Mothers and Assistants only.
Teachers.—School.
Other workers.—Industrial Overseer, Stores Manager, Farmer, Cashier and Secretary.

Particulars of Employment of past Pupils of the Homes.

(4) The following statement gives information regarding the pupils who have passed out of the Homes from 1st April 1907 to 31st March 1912:—

	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.	Total.
To Training Ship at Hull (all are now A. B. Seamen).	5	4	...	...	...	9
Motor Drivers	2	...	...	...	...	2
Railway Engine Driver ...	1	...	...	...	...	1
Railway Traffic Department ...	...	...	1	2	1	4
Railway Permanent Way Department.	...	...	...	3	5	8
Railway Loco Engineering ...	...	...	1 Glasgow	2	4	7
Mechanical Electricians ...	1 New Jersey	1 Costa Rica	...	...	...	2
New Zealand Farming ...	2	2	...	5	3	12
Ditto Domestic Servants	...	...	1	1	...	2
Virginia ditto	...	1	...	...	...	1
Lighthouse Assistants ...	...	2	1	...	...	3
Mercantile Situations ...	...	1	...	1	1	3
Teachers	...	...	1	1	1	3
Enlisted in Army	...	...	1	...	...	1
House-keeping	...	...	1	...	...	1
Missionaries	...	...	1	2	...	3
Government Cinchona Department	...	...	1	...	...	1
Tea Garden Assistant ...	...	...	...	...	1	1
Training as Hospital Nurse ...	...	...	...	1	...	1
Married	...	...	...	1	2	3
To Britain	1	...	2	3	1	7
To High School	...	...	...	...	4	4
To Epileptic Institution, Britain	...	...	1	...	...	1
To Parents	5	3	5	9	19	41
Total ...	17	14	17	31	42	121

Essentials and non-essentials for Elementary Schools for Anglo-Indians.

750. A good climate and space to observe the Cottage Home principle are great desiderata, but not essential. What is essential is a knowledge of the class to be dealt with and its peculiar failings. The Rev. Canon Jackson's School in Scott's Lane, the schools of the Loreto Nuns,—especially the Entally Orphanage,—and the Free Day and Boarding-Schools of the Christian Brothers are worthy of all praise, because their managers know the Anglo Indian through and through.

CHAPTER XI.

THE EDUCATION OF MUHAMMADANS.

Muhammadan population and Literacy.

Proportion of Muhammadans to Total Population.

751. The Muhammadan population represents 17·06 per cent. of the Province as it stood on the 31st March 1912 previous to the Repartition of Bengal. This estimate is based on the census of 1911.

Muhammadan Literacy.

752. At the census of 1911 it was estimated that of every thousand Muhammadan males 96 were literate, and that out of every thousand Muhammadan females only 4 could read and write. The proportion of literacy in the general population was estimated to be 113 per thousand for males, and 8 per thousand for females.

The Mohsin Fund.

Mohsin Fund Receipts and Expenditure.

753. This Fund owed its origin to the bequests made by Muhammad Mohsin for educational, medical, and charitable purposes. The share of the receipts assigned for educational purposes is not at all elastic, but is confined to—

	Rs.
(1) One-ninth share of income from Syedpur Trust Estate	6,667
(2) Interest on fixed endowment	36,903
(3) Interest on variable securities	3,156
Total ...	46,726

The expenditure on education however, as will be seen from the following statement, exceeded the income during the quinquennium, and steps had to be taken to restore the solvency of the Fund.

Heads of Charges.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madrasas	6,148	6,280	6,616	4,000	7,916
Scholarships	2,000	2,000	2,000	4,000	2,000
Grant to Madrasas ...	898	898	898	400	898
Short-fee payment of Muhammadan students.	14,525	14,725	15,865	17,137	14,286
Miscellaneous	.....	.....	.....	500	.....
Net grant for educational purposes in Eastern Bengal districts.	30,000	30,000	30,000	30,000	28,281
	53,571	53,903	55,379	56,037	53,381

Progress.

754. At the end of the period under review there were 2,83,944 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 34·8 per cent. during the quinquennium under review, and of 52·8 per cent. during the last fifteen years. Pupils under instruction.

755. The returns of private institutions cannot be regarded with any great confidence; but the number of Muhammadans under instruction in public institutions for Indians on the 31st March 1912 was 2,70,043, which represents an increase of 37·8 during the quinquennium under review, and of 57·9 per cent. during the last fifteen years. Pupils under instruction in Public Institutions

756. The figures for the total number of pupils under instruction for 1911-12 show an increase on the figures for 1910-11 of 4·4 per cent., and the figures for the total number of pupils under instruction in public institutions for the former year show an increase of 4·5 per cent. on the figures for the latter year; whereas the increase of Muhammadans under instruction during 1911-12 works out at 6·1 per cent., and the increase of Muhammadans under instruction in public institutions during the year amounts to 6·2 per cent. The increase of Muhammadans under instruction is therefore more than in proportion to the increase of the total number of pupils under instruction. The returns refer to an increase of 10,193 Muhammadan students in "special schools." This is because maktabs (Muhammadan primary schools in which the Koran is read and instruction is given in the elements of the Muhammadan religion), which have not completely adopted the Departmental primary standards but which have included in their curricula the teaching of Bengali and Arithmetic, are included under "Other schools," and District Boards can now make grants to them, as they do to ordinary primary schools. Comparison of the Figures for 1911-12 with those of 1910-11.

757. It is estimated that at the close of the period under review the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of school-going age was 19·05 as against 12·34 at the end of 1906-07. This represents an increase of 6·7 per cent. during the quinquennium. The percentage of increase of pupils of all classes was 17·8 as against 15·38 at the end of 1906-07, so that whereas the general increase during the quinquennium under review has been 2·4 per cent., the Muhammadan increase has been 6·7 per cent. Percentage of Muhammadan Pupils in Public Institutions to the Muhammadan Population of School-going Age.

758. The scarcity of Muhammadans in institutions other than primary schools still continues. Muhammadan pupils in primary schools represent 13·3 per cent. of the total; but the percentage of Muhammadans in secondary schools is 11·8; in arts colleges it is 7·5; and in professional colleges it is 4·3. During the quinquennium under review there has been an increase of 2·8 per cent. in the percentage of Muhammadans attending secondary schools; in arts colleges the increase has been ·9 per cent; in professional colleges the percentage of increase has been ·5. The statistics indicate that some progress has been made. Scarcity of Muhammadans in Institutions other than Primary Schools.

Muhammadans in European Schools.

759. On the 31st March 1912, 61 Muhammadans were returned as being under instruction in schools for Europeans. These pupils are not taken into consideration in any of the calculations which are made above.

Sir Archdale Earle's Scheme for the Improvement of Muhammadan Education.

760. The conception and promulgation of Sir Archdale Earle's scheme was the most important event in the history of Muhammadan education during the quinquennium under review.

761. The first step taken was to convene a conference of leading Muhammadan gentlemen to consider the subject of the institution of a Title Examination at the Calcutta Madrasa and other points in connection with Muhammadan education. The conference met on the 10th December 1907, and appointed three sub-committees: the first was to consider the institution of a Title Examination, the courses of study, the teaching of English in madrasas, and connected questions; the second was to discuss the improvement of teaching in maktabs; and the third considered the question of teaching of Urdu in Bengal. The sub-committees reported in March 1908, and their reports were adopted at a final meeting of the conference held on the 22nd April. Sir Archdale Earle's scheme was submitted to Government in June and sanctioned in August 1908, subject to the condition that it should be introduced gradually as funds permitted. It remodels the whole work of the Calcutta and Hooghly Madrasas from the lowest class to the highest. The new classification introduced in 1909-10 provided for 6 junior or school classes upwards from the 1st to the 6th, and 5 senior or college classes from the 1st to the 5th. There were thus 11 classes in the full course instead of 8. This scheme came into force from the beginning of 1909-10. The chief object aimed at was to improve the general education of the Muhammadans whilst preserving the standard of their Arabic learning at its former high level.

Arrangement of Classes; 6 Junior and 5 Senior.

Lower and Higher Madrasa Standard Examinations.

762. The Lower Madrasa Standard was to be passed at the end of the end of the 3rd year, and the Higher Standard Examination at the end of the 5th year.

Title Course.

763. Above these 11 classes comes the title course of 3 years, replacing the 5th year of the old system, at the end of which the High Proficiency Examination used to be held. The junior and senior and title courses each have their own syllabus of studies. The title course leads up to the examination in special subjects, such as Theology, Literature, Law and Logic, after passing which titles are conferred, like those conferred in recognition of proficiency in various branches of Sankrit learning. The title course classes were opened only in the Calcutta Madrasa; the junior and senior classes were to be held also in the Hooghly Madrasa and in all other madrasas which are authorized to send up candidates for the examination of Bengal madrasas. The title course classes were opened in July 1909.

English Teaching.

764. It was intended that students should be allowed to take up a special two years' course of English after passing the Higher Madrasa Standard Examination. This course was to be open to students of the Calcutta and Hooghly Madrasas and to students of other madrasas which are authorized to send up candidates for the examination of Bengal madrasas, and which satisfy the Central Board of Examiners that the provision for the teaching of English, which is now an optional subject in the ordinary madrasa curriculum, according to the prescribed syllabus is adequate. A certain number of small scholarships are offered for the encouragement of English. The special English course might be taken before or after the title course. The object of its introduction was to make it possible for students of the Arabic Department to acquire a knowledge of English approximately equal to that of ordinary graduates, but great practical difficulty has been experienced in devising a suitable course; and for this as well as other reasons, the classes in question have not yet been opened.

English anOptional Subject in the Junior and Senior Courses.

765. The change next in importance was making Persian optional, in all classes above the 3rd year junior or school class, for all students who take English.

Prospects for Madrasa Students

766. It was proposed that students who have passed the Higher Madrasa Standard Examination, who have taken English throughout their training, and who have passed an examination in English at the end of the two years' course

should be considered, for the purpose of entering Government service, as equivalent to men who have taken a University degree. This is a matter which will require the careful consideration of Government, and no specific rules have as yet been passed on the subject.

Additions to the Staff of the Calcutta and Hooghly Madrasas.

767. In order to qualify the staff for teaching up to the improved standards required by the changes in the regulations, two appointments in the Provincial and six in the Subordinate Educational Service were added to the staff of the Calcutta Madrasa, and six new appointments were made on the special rates of pay recommended for Muhammadan teachers of Rs. 30—1—50.

The Hooghly Madrasa was given two new appointments in the Provincial and four in the Subordinate Educational Service, and four on special rates of pay.

Improvement of non-Government Madrasas.

768. An attempt was made simultaneously to improve private madrasas by raising the rates of pay of the teaching staff, the number of teachers being fixed according to scales laid down as requisite for higher and lower grade madrasas respectively. Lower grade madrasas were to teach up to the Lower Standard Examination, and higher grade madrasas, of which the Khankah Madrasa at Sasaram is the only example, up to the Higher Standard Examination. The Khankah Madrasa adopted the new staffing and rates of pay without any assistance from Government.

Maulvi Ibrahim's Inspection.

769. Sir Archdale Earle's letter (1908) reported 3 aided and 11 unaided madrasas, and Khan Sahib Maulvi Muhammad Ibrahim was placed on special duty in July-August 1909 to report on these madrasas. Government agreed to bear two-thirds of the cost entailed upon the madrasas by their adopting the new rates of pay prescribed.

Reduction in the Number of Madrasas. Madrasa Grant-in-aid List.

770. The Director's Annual Report for 1909-10 notes that 1 of the 14 Madrasas mentioned above had ceased to exist, and that 5 were described as not falling within the definition of a true madrasa. Of the 8 remaining, 3 were taken on the grant-in-aid list. The present aided list comprises 21 madrasas.

Total Amount granted.

771. The total annual grants-in-aid to private madrasas in the three years 1909-10 to 1911-12 were Rs. 4,032, Rs. 6,477, and Rs. 9,480 against an expenditure of Rs. 960 in 1907-08.

Improvement of Education in Maktabs.

772. The other branch of Sir Archdale Earle's scheme was a measure for the improvement of Muhammadan primary education. The proposals were—

(1) The appointment of nine additional Inspecting Maulvis, who must have passed the Madrasa Higher Standard Examination.

Inspecting Maulvis.

There were already seven under the scheme of 1904. Under the new scheme, there was to be an Inspecting Maulvi in each district in which there were 90 maktabs or more, and additional appointments were to be made in other districts when this limit was reached. Funds have been sanctioned in the current year's budget for increasing the pay of the seven existing Inspecting Maulvis up to the scale recommended (Rs. 30 rising by annual increments of Re. 1 to Rs. 50), and for appointing nine additional Maulvis on the new rates of pay.

Special Muhammadan Inspecting Officers.

(2) Sir Archdale Earle also recommended the appointment of a special Muhammadan inspecting officer in each Inspector's circle "to visit Muhammadan schools throughout the circle, and to keep the Inspector informed as to the educational requirements of his co-religionists." There is an Assistant Inspector for this purpose in the Patna and Tirhut Divisions, one in the Burdwan Division and one in the Presidency Division; in the Chota Nagpur, Orissa, and Bhagalpur Divisions the special inspecting officers are Deputy Inspectors.

(3) The provision of 14 new Departmental or model maktabs was recommended. There were already 7 under the scheme of 1904, of which 1 was in Calcutta.

Fourteen new Departmental or Model Maktabs.

Seventeen Guru-training Schools to be converted into Mianji Schools.

(4) Seventeen guru-training schools were to be converted into mianji schools (for the training of Muhammadan primary school teachers), with head masters, who must have passed the Madrasa Higher Standard Examination and have undergone six months' training in a vernacular training school, on Rs. 30; second masters (who must hold the Patna First Grade Training School certificate) on Rs. 20; and third masters (who must be picked maktab teachers) on Rs. 15. At the end of 1911-12 there were ten mianji schools actually at work.

More extended use of Urdu.

(5) Wherever in the Presidency and Burdwan Divisions the Muhammadan vernacular is Urdu and not Bengali, instruction should be imparted to Muhammadans in Urdu. Additional teachers should be appointed in high schools, wherever required, to teach Urdu in the lower, as a preliminary to the study of Persian in the higher classes. This has been sanctioned.

(6) Additional grants-in-aid to maktabs were to be given at an estimated cost of Rs. 70,000 a year.

Maktabs were previously divided into the following classes—

(*i*) Those teaching the Koran and Muhammadan ritual through the medium of Urdu.

(*ii*) Maktabs teaching Urdu or Persian or both (with or without the Koran and ritual) in addition to a certain elementary standard in the vernacular of the district, and Arithmetic up to the 3rd year infant standard of the vernacular scheme.

(*iii*) Maktabs teaching the full departmental standards, lower and upper primary, in the vernacular, and Urdu or Persian as an additional optional language.

Classification of Maktabs.

773. During the quinquennium the division of maktabs into three classes spoken of above was modified, and maktabs are now divided into two classes, "recognized" or "unrecognized," according as they adopt or do not adopt the course prescribed by the Department.

A new syllabus of maktab studies and a Maktab Teachers' Manual (adapted from the Junior Teachers' Manual) were introduced in 1911. Maktabs in class (*i*) received no grant, except a registration fee of Re 1 in return for the submission of annual statistics. The course provided in the syllabus extends over four years, at the end of which a boy of ordinary intelligence will be fit for Standard III of an upper primary school.

New System of distributing Grants-in-aid.

774. The grant-in-aid is distributed on the following scale:—

1st	year class	50	per cent.	of the ordinary grant for a lower primary school.
2nd	,,	100	,,	of the lower primary school grant.
3rd	,,	25	,,	more than the full lower primary school grant.
4th	,,	50	,,	,, ,, ,, ,,

In the case of a maktab in which instruction was given through the medium of a vernacular other than Urdu and an additional teacher was necessary, double the ordinary lower primary grant is to be given.

Increase in the Number of Maktabs.

775. The statistics for 1911-12 are given below, and a comparison of the number of aided and unaided maktabs with the numbers for 1907-08 will show the progress made in the regularisation of existing maktabs and in the establishment of new ones.

In 1911-12 there were 3,695 recognized maktabs, of which 9 were Government, 3,037 were aided, and 649 unaided; and 841 unrecognized maktabs: of these, 124 received aid from the public funds to the amount of Rs. 1,156. The total number of pupils attending all classes of maktabs was 1,12,785. In 1907-08 there were 1,546 recognized maktabs, of which 7 were Government, 1,353 were aided and 286 unaided; and 798 unrecognized maktabs: of these, 153 received aid from public funds amounting to Rs. 1,263. The total number of pupils attending all classes of maktabs was 50,402.

Increase in the Grant-in-aid to Maktabs.

776. The total expenditure on maktabs has risen from Rs. 1,42,727 in 1907-08 to Rs. 3,11,477 in 1911-12, the chief sources of which were Rs. 68,808 from District Board funds, Rs. 27,626 from Provincial revenues, Rs. 11,481 from Municipal funds, and Rs. 2,03,562 from private sources. The year 1907-08 is the first for which statistics for maktabs are available in separate figures.

Muhammadan Colleges and Schools.

Introductory.

777. The bulk of the Muhammadan pupils under public instruction are taught in schools for the general community supported or aided by the State. There are also a number of institutions specially designed for Muhammadan pupils, some of which are maintained by the State and others by private persons and societies.

The Calcutta Madrasa.

778. The Calcutta Madrasa has practically two departments, and it is attended by two classes of students—students studying English, and Oriental students. The former attend the Anglo-Persian Department, which is a high school for Muhammadans teaching up to the Matriculation Examination of the University. The latter attend the Arabic Department, which teaches a school and college course extending over eleven years: its reconstitution under Sir Archdale Earle's scheme has already been mentioned. The two Departments.

779. Muhammadan students who wished to take up University courses and joined the Madrasa were reckoned as students of the Madrasa, but for the purposes of instruction they were pupils of the Presidency College. This anomalous affiliation was withdrawn in 1907. A certain number of University students of the Madrasa are admitted to the Presidency College on a reduced fee of Rs. 2 a month and reckoned as students thereof. The College Department.

780. The number of students on the rolls of the Anglo-Persian Department was 558 on the 31st March 1912 as against 265 on the 31st March 1907. Thirty-one students were sent up to the Matriculation Examination, of whom 26 passed, 10 in Division I, 14 in Division II, and 2 in Division III, as against 24 students sent up in 1906-07, of whom 19 passed, 1 in Division I, 9 in Division II, and 9 in Division III. The C classes opened in February 1906 have been dropped. Anglo-Persian Department.

781. On the 31st March 1912 there were 587 students in the Arabic Department against 473 on the 31st March 1907. The general medium of instruction is Urdu, but in the five senior or college classes some of the lectures are delivered in Persian. The subjects taught are the Arabic and Persian language and literature and the various branches of Muhammadan learning, such as law, logic, rhetoric, philosophy, theology, the study of the exegesis of the Koran and the Traditions of the Prophet. There are optional English classes, as noted in the description of Sir Archdale Earle's scheme for the improvement of education in madrasas. One hundred and forty-four students, against 97 in 1910-11, took this English course in 1911-12. One hundred and thirty-three candidates were sent up for the Central Examination of Bengal Madrasas. The list of successful candidates is not yet published, owing to an inquiry into the leakage of examination papers before the examination. In 1906-07, 62 candidates were sent up, of whom 53 or 85 per cent. passed,—26 in the First Division. In 1911-12, 1 candidate appeared for the Title Examination. Arabic Department. Central Madrasa Examination.

782. The total expenditure on the madrasa during 1911-12 was Rs. 70,823. The total fee receipts were Rs. 9,634, so that the net cost to Government was Rs. 61,189. In 1906-07 the total expenditure was Rs. 51,934, and the net cost to Government was Rs. 44,784. Cost.

783. A translation of Ganot's Physics into Arabic has been introduced into the senior course. The Principal of the Calcutta Madrasa says it contains a "farcical element," as the translator is ignorant of science. The Hooghly Madrasa Report says it is useless to prescribe such books, unless a competent teacher of Physics and a well equipped laboratory are also provided. Science Teaching.

784. The Elliott Madrasa Hostel serves as a hostel for the madrasa, and also for Muhammadan students in Calcutta arts colleges generally. The accommodation it could give proved inadequate, in spite of the addition of a third storey. It contained 125 boarders at the end of 1911-12. The Baker Madrasa Hostel was built to supplement it in 1910. It contained 95 boarders at the end of 1911-12. Still more room is, however, required, and further additions are contemplated. Hostels.

785. The Woodburn Middle English School represents the old Collinga Branch School formerly held in a wing of the madrasa. Since 1905 it has been held in Mussulmanpara Lane, and has 180 boys on its rolls as against 124 in 1906-07. It is under the control of the Principal of the Calcutta Madrasa. Woodburn Middle English School.

The Hooghly Madrasa.

786. On the 31st March 1912 there were 112 students on the rolls of the Hooghly Madrasa. The net cost for the year 1911-12 was Rs. 11,628. The result of the Central Examination is not yet published owing to the leakage of examination papers. The Hooghly College, Hooghly Madrasa, and the Hooghly Collegiate School, up to date, have to find accommodation in the same Students, Cost, and Examinations.

Proposal to relieve the overcrowding.

building. It is proposed as a slight measure of relief to the overcrowding, which has become accentuated since the madrasa classes have been increased from 8 to 11, to accommodate the madrasa classes in the Principal's quarters and to build a house for the Principal in the college grounds on a fresh site. The hostel was also overcrowded. It formerly accommodated Muhammadan students from the college, collegiate school, and madrasa. It is now reserved for madrasa students, and the boarders from the college and collegiate school have been removed to separate messes. A prayer room attached to the hostel is also much needed.

The Nawab's Madrasa at Murshidabad.

787. The amalgamation of the Nawab's Madrasa, which was a school for the boys of the Nizamat family at Murshidabad, with the Nawab's High School was carried into effect from January 1909. The combined schools have received the name of the "Nawab Bahadur's Institution." The Nizamat boys are lodged separately in the madrasa, and the Head Master, who is of similar standing to officers of the Provincial Educational Service but is placed outside the grades of that service, is to be a European or possessed of European qualifications.

Privately-managed Madrasas.

788. The privately-managed madrasas which appear in the returns as public institutions are 38 in number with 2,982 pupils as against 16 with 907 students in 1906-07. Of these, 21 are returned as aided and 17 as unaided. Locally these institutions are distributed as follows: 13 in the Burdwan Division with 808 students, 5 in the Patna Division (including Tirhut) with 476 students, 4 in Chota Nagpur with 395 students, 5 in the Bhagalpur Division with 493 students, and 11 in the Presidency Division with 810 students.

Maktabs.

789. Formerly maktabs which conformed to the departmental regulations and adopted the departmental primary course were classed as lower primary schools. Now all recognized maktabs are considered schools under public management, and are classed under the head of "Special Schools—Miscellaneous." The Local Self-Government Act formerly did not allow District Boards to grant aid to special schools; but it has now been so far modified that all maktabs, except those which impart a religious education only, may be aided by District Boards, and a special grant is made out of Provincial revenues to help the District Boards in doing this. The maktab expenditure for 1911-12 amounted to Rs. 2,87,183. Calcutta maktabs, which formerly were treated separately and had a curriculum of their own, are now brought under the general scheme.

The Number of Muhammadan Schools has increased, but the improvement in the quality of the education they give is not so evident.

790. Statistics showing the growth of maktabs have been given in the description of Sir Archdale Earle's scheme. Previous to this scheme no uniform curriculum was followed in maktabs, which were of different classes and aimed at different standards of teaching. In place of this diversity, a uniform syllabus of studies has been introduced. There has been an undoubted advance in the number of Muhammadan schools, but the hoped for improvement in the quality of the education they give is not so evident. The Chota Nagpur Divisional Report finds the cause of this in the fact that "the lower inspecting officers have not grasped the intention of the maktab syllabus, and in the majority of cases are ignorant of the Urdu language."

Muhammadans in the Education Department.

791. The table given below show the number of Muhammadans in the Education Department and the posts they occupy:—

Inspecting Officers.							Professors, Teachers, &c.					Clerks.	Grand Total.
Additional Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Additional Deputy Inspectors.	Sub-Inspectors.	Others.	Total.	Professors.	Superintendents and Maulvis of Madrasas.	Teachers in Secondary Schools.	Teachers in Special Schools.	Total.		
1	3	5	6	76	14	105	10	27	83	15	135	17	257

Scholarships.

792. In the chapter on Collegiate Education it has been explained that a certain number of scholarships are reserved for Muhammadans,—6 junior and 8 senior scholarships. There are also scholarships which have been created for Muhammadan students from private endowments,—10 at the Matriculation, 5 at the Intermediate, and 5 at the B.A. stage. State and Endowed Scholarships.

793. In Government and Government-aided middle and high schools pupils who pay no fees may not exceed 5 per cent. of the total roll number of the school. In addition to pupils admitted under this concession, Muhammadans may be admitted free up to 8 per cent. of the number of Muhammadans on the roll, but the number of pupils admitted under this provision must not exceed 12. Free Student ships.

794. Besides scholarships a certain proportion of the fees of Muhammadan boys in schools and colleges is paid from the Mohsin Fund, as far as the income of that fund permits. Mohsin Fund Aid.

Examinations.

795. The following table shows the number of Muhammadan candidates who were successful at University examinations during 1911-12 as compared with the number successful in 1906-07 :— Muhammadan Students at University Examinations.

	Number of successful Muhammadan candidates.	
	1906-07.	1911-12.
M. A. Examination	5	10
B. A. "	10	36
B. Sc. "	...	4
Intermediate "	54	106
Matriculation "	123	261

796. The Central Madrasa Examination was held in April 1912. The results are not yet published. In April 1906, 285 candidates appeared, and 159, or just under 56 per cent., were successful. Central Examination of Madrasas.

797. One candidate appeared at the Arabic Title Examination in 1912, for which the classes were commenced on 1st July 1909. Arabic Title Examination.

The Moslem Institute.

798. This is a Common Room which practically has developed into a meeting place for social intercourse for Muhammadans throughout Calcutta. It has a membership of 142 students, of whom 4 belong to the madrasa. This number is exclusive of 47 non-student or honorary members.

General Remarks.

799. In the Earle scheme, we have an attempt to construct an educational system out of those branches of learning—to which Muhammadan traditions naturally incline—which will impart a sound intellectual training. The last Quinquennial Review has a passage : " It is not obvious that the course of study of the Arabic Department of the Calcutta Madrasa, if it included sound instruction in English, would not constitute a training for the public service as sound as a University course." An advance has been made in this direction by the addition of the optional English courses, but it has not yet been found possible to put the principle into practice in the distribution of public patronage, chiefly owing to the non-completion of the scheme of English instruction originally contemplated. The Training given in the Arabic Department with the addition of the Englsh Courses as sound a Training for the Public Service as a University Course.

CHAPTER XII.

THE EDUCATION OF SPECIAL CLASSES.

The Scope of the Chapter.

800. The following topics are treated of in this chapter :— Scope of Chapter.

(I) The education of Chiefs and Nobles.
(II) The education of aborigines aud other backward classes.
(III) The education of defectives.
(IV) Reformatories.
(V) The education of special classes.

(I) The Education of Chiefs and Nobles.

The Nawab's Madrasa, Murshidabad.

Nawab's Madrasa, Murshidabad.

801. The amalgamation of the Nawab's Madrasa with the Local Government High School, under the name of the Nawab Bahadur's Institution, has been dealt with in paragraph 787 of this review. The Nizamat boys are lodged in a separate hostel, and their discipline and religious training is under the care of an *Ataliq*. The Head Master, with a Muhammadan Assistant, manages the hostel. It is maintained by Government, and had 23 boarders on the 31st March 1912. The total expenditure upon it during 1911-12 was Rs. 4,250.

The Education of other Chiefs.

802. There are no special schools for the sons of Chiefs in Bengal, but special efforts have been made at Ranchi and Hazaribagh by the Commissioner and Deputy Commissioners to draw the sons of Rajas and zamindars to the zilla schools. At Ranchi, where a European in the Indian Educational Service is Head Master of the zilla school, the conditions are specially favourable. Special boarding accommodation is provided, and the boarders are under the special charge of the Head Master. Several sons of zamindars of the Patna and Chota Nagpur Divisions are reading in the Ranchi and Hazaribagh Zilla Schools. The grandsons of the Raja Bahadur of Seraikela and the relatives of the minor Chief of Kharsawan read in the Chaibassa Zilla School. In the Feudatory States of Orissa the minor Chiefs of Mayurbhanj with his brother and cousin are being educated at the Mayo College, Ajmir. The minor Raja of Hindol and his brothers and the Jubraj of Athmallik are being educated at the Raipur Raj Kumar College, Central Provinces. The minor proprietor of the Dompara Ward's Estate is reading in the Ravenshaw Collegiate School.

The Chiefs' College at Ranchi.

803. It was under contemplation to build a Chiefs' College at Ranchi, which should secure for the sons of zamindars and other men of rank a home life suitable to their position by means of private hostels, and should at the same time give them the benefit of the common life of a well-managed college. The hostels were subscribed for, and the foundation stone of the college laid by Sir Andrew Fraser, the late Lieutenant-Governor of Bengal, but the scheme was subsequenly abandoned on grounds of public policy.

(II) The Education of Aboriginal and other Backward Races and Tribes and of Indigent Classes.

Education of Aborigines.

804. In the census of 1911 the "animistic" population of Bengal is returned as 31,05,944 in number. This figure may be taken to cover the majority of aborigines, exclusive of those who have become Hinduised or have embraced Christianity. As stated in the last Quinquennial Review, aborigines are chiefly to be found in the Chota Nagpur, Bhagalpur and Orissa Divisions, the Orissa Tributary States, and the Birbhum and Bankura districts of the Burdwan Division. The aborigines of the Province may be divided into three main groups as follow :—

Location of the Aborigines.

Classification of Aborigines.

(1) The Munda group, including the Sonthals of the Sonthal Parganas and neighbouring districts; the Mundas and Hos of the Chota Nagpur Division; the Bhumijes of Chota Nagpur, the Orissa Tributary States and West Bengal; and several smaller tribes, such as the Kharias, Korwas, and Birjias.

(2) The Dravidian group, including the Uraons of Chota Nagpur, the male Paharias of Rajmahal, and the Kandhs and Gonds of the Orissa Division and the Orissa Tributary States.

(3) Races speaking languages of the Tibeto-Burman family, such as the Lepchas and Bhutias of the Darjeeling district.

In addition to the above, there are the Bhuiyas of Chota Nagpur, the Bowris and Buniyas of Bankura and Birbhum, the Mechs of the Darjeeling Terai, the Tharus and Dhangars of Champaran, and the Pans and the Savars of the Orissa Division and the Orissa Tributary States who are now partially Hinduised.

Proportion of Aborigines to the Total Population, and Aboriginal Literacy.

805. The "animistic" population constitutes 5·4 per cent. of the total population. Of these, 4·7 per thousand males and ·31 per thousand females are literate.

Problem largely a local one.

806. As the problem of aboriginal education is largely a local one, some account of the education of aboriginals in the Chota Nagpur, Bhagalpur, and Orissa Divisions, the Orissa Tributary States and certain districts of the Burdwan Division is given below.

The Chota Nagpur Division.

807. The Hos are chiefly found in Singhbhum, the Mundas in the Khunti subdivision of Ranchi, the Uraons in the Gumla subdivision of Ranchi, and the Sonthals in the Giridih subdivision of Hazaribagh and the Dhanbaid subdivision of Manbhum.

Special Facilities given to Aborigines.

808. In Singhbhum there is a Ho Sub-Inspector of Schools and three Ho Inspecting Pandits. In Ranchi there is a Munda Assistant Sub-Inspector and two Munda and one Uraon Inspecting Pandits. Two guru-training schools are reserved,—one in Ranchi for Mundas, and another in Ranchi for Uraons. The Head Pandit of the guru-training school at Gumla is a Uraon. In the Giridih subdivision of Hazaribagh there are two Sonthal Christian Inspecting Pandits.

In all the high schools of the Division aboriginal boys pay half the ordinary fees. In the middle and primary schools of Singhbhum, Ho boys read free. In the Chaibassa Zilla School, for every Ho boy residing in the school hostel, a monthly capitation fee of Rs. 1-8 is allowed.

Examination results of Aboriginal Pupils.

809. One hundred and eighty-one boys and 4 girls passed Standard VI against 122 boys in 1906-07. Three hundred and eighty-six boys and 11 girls passed Standard IV as against 281 boys and 33 girls in 1906-07. One thousand and eighty-seven boys and 75 girls passed Standard II against 651 boys and 106 girls in 1906-07. Two middle, 2 upper primary, and 18 lower primary scholarships were gained by aboriginal boys in 1911-12 against 4 upper primary and 24 lower primary scholarships similarly gained in 1906-07.

Language difficulty.

810. It has been arranged to translate or adopt the lower primary Hindi and Arithmetic text books into Ho, Mundari, and Uraon, and to print them in Devanagri script. The Mundari version of the First Standard Hindi Reader is ready for use. In the same way, in parts of Darjeeling, Tibetan, and in parts of the Sonthal Parganas and Monghyr, Sonthali are recognized as medium of instruction up to the lower primary standard. The children will, however, under the standing orders of Government have to be taught in Hindi in all the stages of instruction above the lower primary.

Bhagalpur Division.

811. The chief aboriginal races are the Sonthals, the Paharias, the Mahulis, the Uraons, and the Koras living in the Sonthal Parganas and the hilly western tracts of the Monghyr district, and the Bhutias and Lepchas of the Darjeeling district.

Inadequacy of the present Sonthali Inspecting agency.

812. In the Sonthal Parganas there is a special Sonthal inspecting agency of 3 Sub-Inspectors, 1 Assistant Sub-Inspector of Schools, and 2 Pandits. The present Inspecting Officiating Inspector of Schools recommends that the Deputy Inspector of Schools should always know Sonthali. This is very reasonable, but it is desirable to go further than this. Proposals for increasing the indigenous Sonthali inspecting agency were considered by a conference which sat at Rajmahal on 27th July 1911 under the presidency of the Deputy Commissioner, Sonthal Parganas, and are now being examined by the Director of Public Instruction, Bihar and Orissa.

Special Facilities given to Aborigines.

813. Sonthal and Paharia pupils in all the schools of the Sonthal Parganas read free. All the children attending the primary schools of the Darjeeling district pay no fees. The Sub-Inspector of Schools, Darjeeling Hills, is a Lepcha—the first of his race to pass the University Matriculation Examination.

Examination results of Aboriginal Pupils.

814. Thirty-one boys and 5 girls passed Standard VI against 35 boys and 7 girls in 1906-07, 3 boys and 1 girl securing middle scholarships against 6 boys and 1 girl in 1906-07. One hundred and five boys and 17 girls

passed Standard IV against 82 boys and 24 girls in 1906-07. Two boys and 1 girl secured upper primary scholarships against 7 boys and 2 girls in 1906-07. Three hundred and seventy-four boys and 31 girls passed Standard II against 272 boys and 33 girls in 1906-07. Thirty-six boys and 1 girl secured lower primary scholarships.

Orissa Division.

815. In the Orissa Division the greatest efforts for the education of aborigines have been made in the Khondmals. The number of schools has increased from 32 to 90, and the number of pupils from 1,150 to 4,541. Many of the school houses are large and well built. The roll number at each school is large,—too large for the number of teachers employed; but this defect cannot be remedied till more money is obtained for the employment of new teachers. There should be a second teacher in all schools the number on the roll of which exceeds 60. The daily attendance is poor, the latest reported percentage is only 27·08 of the roll number; but education is doing a great deal to change the semi-nomadic habits of the people, and the Inspector thinks the authorities are doing wisely in not attempting to enforce too strict rules for regular attendance. It is hoped that the constitution of a school committee consisting of the malik or village headman and three or four leading villagers in each village will improve the attendance. The Inspector considers that it is a pity, when so much money is spent on Khond education, that a little more should not be spent to employ the extra teachers required to make the work a success. A good industrial school is also wanted, as the Khonds have no aversion to manual labour. Rupees 600 were allotted for translating text-books into Khond. Three special schools for Khonds have been started in the Puri district. Five schools for aborigines have been started in Sambalpur. It is proposed that the Education Department should co-operate with the missionaries in starting schools for Sonthals in the Jellasore thana in the north of the Balasore district.

Orissa Tributary States.

816. In the year 1911-12 there were altogether 244 schools for the education of aboriginal pupils in the Orissa Tributary States. The total number of aboriginal pupils attending all classes of schools was 9,144 (including 74 aboriginal Christians) against 3,427 at the end of 1906-07. This number is exclusive of 200 aboriginal girls reading in all classes of schools.

Examination results.

817. In 1911-12, 2 aborigines passed the middle standard; 10 the upper primary and 85 the lower primary standards. One gained a middle and 5 lower primary scholarships.

Burdwan Division.

818. In the Birbhum, Bankura, and Midnapore districts there is a special Sonthali-knowing Sub-Inspector of Schools to look after Sonthal education. The charge is so heavy that the Inspector recommends that a second Sub-Inspector should be appointed, and that one Sub-Inspector should serve in Birbhum alone, and one in Bankura and Midnapore. In the Bankura and Midnapore districts, there is a special capitation allowance sanctioned for pathsala gurus to induce them to admit aboriginal pupils.

13	aboriginals passed	Standard	VI	against	4	in 1906-07.
43	ditto	ditto	IV	do.	6	ditto.
179	ditto	ditto	II	do.	107	ditto.

819. The Inspector regrets that only 7 lower primary scholarships were gained by aborigines in1911-12, against 1 middle and 7 lower primary scholarships in 1906-07.

Education of other Backward Races and Indigent Classes.

Unreliability of the Figures for Indigent Hindus.

820. Mr. Lambert in the Chota Nagpur Divisional Report points out that the figures are not sufficiently reliable for purposes of comparison, and are subject to considerable fluctuations from year to year. The classification depends upon the opinion of the returning officer; and one man will classify Telis, Mochis, and Sooris as belonging to the indigent classes of Hindus, and another will not. The last Quinquennial Review, paragraph 780, pointed out that the educational statistics for backward races have never been compiled on any definite principles. It was stated that the whole question would be examined, and definite principles of classification prescribed, but nothing has so far been done.

821. In Angul and the Orissa Tributary States a considerable proportion of the population are Pans, who make their living by desultory agriculture, weaving, and day labour. There are now 35 schools against 14 in 1906-07 for Pans in Angul, and the number of pupils in them has increased from 423 to 972 A few Pan teachers are working in the schools, and more can only be appointed when they are available. A Pan Inspecting Pandit should be appointed at once from among the Pan teachers trained at the Angul Training School. A grant should be given for the erection of school-houses, as many of their schools are held at present in the verandahs of schools occupied by higher castes. A general scheme for the education of Pans throughout the Orissa Division is under consideration. *Orissa Division. Education of the Pans in the district of Angul.*

822. In the Orissa Tributary States there are 22 schools intended for the education of the indigent classes, who are mostly Pans. These schools are attended by 639 pupils. Taking aborigines and indigent classes together, there were 2,766 pupils attending all classes of schools in 1911-12 against 2,296 in 1910-11—an increase of 470 pupils. Orissa Tributary States.

823. According to the returns, the pupils of aboriginal races and tribes under instruction in public and private institutions on the 31st March 1912, as compared with those on the same date in 1907, were as follow:— Pupils under instruction.

	Number on—	
	31st March 1912	31st March 1907.
(1) Non-Christian aboriginals ...	39,051	35,822
(2) Aboriginal Native Christians ...	13,985	10,414
(3) Indigent classes of non-aboriginal Native Christians.	2,550	2,799
(4) Indigent classes of Muhammadans ...	21,473	22,886
(5) Indigent classes of Hindus ...	49,728	41,450
Total ...	1,26,787	1,13,371

There has thus been a total increase during the quinquennium under review of 13,416 pupils, or 10·5 per cent.

824. The following pupils of other backward races not included in any of the above-mentioned classes were reading in public and private institutions on the 31st March 1912: Kurmis 2,827; Bhutias 725; Lepchas 188; Bunas 111; others 1,123. It is not apparent why Kurmis should be classified separately, as if they were as different from Hindus as Lepchas or Bhutias.

825. One aboriginal candidate passed the Matriculation Examination 1911-12 against two in 1906-07. Aboriginal passes at the Matriculation Examination.

(III) Education of Defectives.

826. The Calcutta Deaf and Dumb School is the only one of the kind in the Province. It is intended to teach deaf-mutes to understand words by observing the movements of the lips of the speaker, and to communicate their own thoughts by articulate sounds. A boarding-house is attached. There is a normal class with stipends attached to this school for the training of teachers of deaf-mutes. There were 58 pupils on the rolls of this school as against 52 on the 31st March 1907. The total expenditure on the school during 1911-12 was Rs. 9,611 as against Rs. 7,548 in 1906-07. The Government gives Rs. 150 a month, and the Calcutta Municipality Rs. 200. Calcutta School for Deaf-mutes.

827. There are 2 schools for the blind, 1 at Calcutta and 1 at Ranchi. The Calcutta school is called the Kareya Blind School. It was founded and is conducted by Mr. Lal Bihari Saha, a Bengali Christian. It has recently, however, been placed under the management of a properly constituted committee. The number of pupils has risen to 23 as against 11 on the 31st March 1907. Blind girls and boys are taught to read by means of Braille type, and to write by means of holes bored in thick paper to symbolize letters. They are also taught cane-work for chair-making. Government and the Calcutta Municipality each give grants of Rs. 80 a month. The total cost in 1911-12 was Rs. 1,903 as against Rs. 1,534 in 1906-07. The other blind school is at Ranchi under the Society for the Propagation of the Gospel. It had 23 pupils on its rolls on the 31st March 1912. Wickerwork, newar-weaving, and mat-making are taught. Kareya and Ranchi Blind Schools.

Six blind girls are being instructed in the American Mission Girls' School at Deoghur, Sonthal Parganas, and one blind girl in the Nepali Girls' Upper Primary Boarding School at Darjeeling.

Purulia Leper School.

828. This school was opened in connection with the Leper Asylum in Purulia. It is under the management of the German Evangelical Lutheran Mission, and enjoys a Government grant-in-aid of Rs. 50 and a Municipal grant of Rs. 10 a month. It had on its rolls 145 pupils,—82 males and 63 females—in the year 1911-12 against 182 in the preceding year. The total expenditure incurred was Rs. 4,840, of which Rs. 550 was from Provincial revenues, Rs. 120 from Municipal funds, the balance being met from the Mission funds.

(IV) Reformatory School.

Combination of the Alipore and Hazaribagh Reformatories into one.

829. The Alipore and Hazaribagh Reformatories were combined into one institution at Hazaribagh in 1908. The policy of making the institution a school and not a gaol was continued and extended. Complaints were received of police interference with ex-pupils in spite of rules framed to guard against this by the Inspector-General of Police. Speaking of the ex-pupils, the Superintendent goes on to say: "Their feelings are thus naturally injured when on their arrival at their village they are marched off to the thana by the village chaukidars, and are told by the thana officers not to leave their homes without permission. In such cases they are made objects of suspicion to the villagers." It is proposed that a paragraph should be added to the letter to the District Magistrate on a boy's discharge requesting him to prevent such interference on the part of the police.

Prevention of Police interference with ex-pupils.

Special Inspecting Staff.

830. A special inspecting staff of two Deputy Inspectors and one special Sub-Inspector for Calcutta was sanctioned in 1909. The Director recommended their permanent retention in March 1912. The special work of these officers is to trace ex-pupils of the school and enable them to earn an honest living. The Patna Division Annual Report for 1909-10 mentions that the relations of this special inspecting staff with the local educational officers are not of the best, and that they do not give the Deputy Inspectors sufficient notice of their movements. The Superintendent reports that if the residents of other Provinces and Native States are excluded, the number of boys untraced in Bengal, Bihar, and Orissa is only 3 per cent. These figures could hardly be improved. It is a pity that licensing of boys to work for approved employers had had to be abandoned, because Hazaribagh is not an industrial centre. Instructions to the local officers of the Education Department regarding the duty incumbent upon them of keeping a watch over ex-pupils of the reformatory have been drawn up.

Necessity for increased accommodation.

831. The Director in his inspection note of 27th January 1912 called attention to the additions necessary to make the present buildings suitable for a reformatory. He also said that "as an institution of this kind could not be properly controlled if the numbers exceed 500, the necessity for opening a second reformatory in some other part of Bengal would probably arise in the near future." As there were 461 boys in the school on 31st March 1912, provision to meet this want cannot be long deferred; and as the Director of Public Instruction remarked—"solution can only be obtained if the question is considered jointly by the two new Administrations."

Industrial Education.

832. The industrial part of the school reaches a high standard; and out of 308 boys examined in the trade, handicraft, and agricultural sections by qualified persons unconnected with the school in elementary, intermediate, and advanced classes, 239 or nearly 78 per cent. passed. The industries taught were blacksmith's work, carpentry, mason's work, farming and dairy-keeping, composing, printing, book-binding, painting and polishing, cane and bamboo work, shoe-making, weaving, cooking, washing and music (for the Band).

(V) Teaching of Colliery, Tea Garden, and Extra-Provincial Children.

Education of Children of Colliery Coolies.

833. A description of the compulsory system for the education of the children of the coolies in the East Indian Railway collieries in the Giridih subdivision has been given under Primary Education, and need not be repeated

here. The total cost of these schools in 1911-12 was Rs. 2,734, to which the District Board contributed Rs. 1,186, the Giridih Municipality Rs. 144, Provincial revenues Rs. 78, and the Company paid the balance Rs. 1,406. The District Board also pays Rs. 12 a month towards the pay of the Inspecting Pandit.

Education of Children of Tea Garden Labourers.

834. The number of tea estate schools in the Bhagalpur Division (Darjeeling Hills and the Terai) rose from 20 to 53, and their number of pupils from 632 to 1,503, during the quinquennium under review. This shows that the prejudices of the majority of the tea planters against educating the children of coolies are dying out. Mr. Bald in the President's speech, at the last annual meeting of the Darjeeling Planters' Asssociation made the following interesting remarks:— Schools and Pupils.

"During the past two years Government has been giving active attention to the question of elementary education on tea estates. I think that the statistics of any such inquiry will probably show that our district leads in this direction. The schools which have been in existence on many of the estates have exercised a good influence, and the coolies reared in the district are noted for their superior intelligence as compared with the raw articles from Nepal."

835. Government gives a grant of Rs. 12 towards a garden school if the garden will provide a site, a building, and a contribution of at least Rs. 8 a month. The Grant-in-aid System.

Education of Extra-Provincial Children.

836. St. Anthony's School in Calcutta, under mission management, is intended for Madrassi children. It teaches English, Tamil, Arithmetic, History and Geography. It receives a grant of Rs. 480 a year from Government, and of Rs. 84 from the Calcutta Municipality. St. Anthony's School.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

Definition and Classification.

837. Private institutions mean schools which have not accepted Departmental or University standards. Private institutions must be carefully distinguished from privately-managed institutions, aided or unaided, which are recognized by the Department, and which form the bulk of the institutions shown in the statistical returns. Definition.

838. For the purpose of statistics, private institutions are divided into four classes— Classification for the purpose of statistics.

(1) Advanced institutions teaching Arabic, Sanskrit, or any other Oriental classical language.
(2) Elementary institutions teaching a vernacular only or mainly.
(3) Elementary institutions teaching the Koran, *i.e.* Koran schools.
(4) Other schools not conforming to Departmental standards.

839. The distinction between "other" and "elementary" private institutions appears to be that those private institutions the curriculum of which is slightly ambitious, and includes, in some cases, some study of English or a classical oriental language, are classed as "Other schools not conforming to Departmental standards". Primary schools conforming to Departmental standards with less than 10 pupils are also classed as "other schools." The Mahakali Pathsala, and the schools under the Bengal National Council of Education will also come under this head. Those "private institutions" for general instruction, the curriculum of which is purely elementary are classed as "Elementary schools teaching a vernacular only or mainly". Distinction between "elementary" and "other" private institutions.

Statistics.

Decrease during the quinquennium in the number of schools accompanied by slight increases in the number of pupils, except in the case of Koran schools.

840. According to the returns there were, at the end of 1911-12, 3,858 private institutions with 54,345 pupils. This means a decrease during the quinquennium of 928 schools, accompanied by an increase of 321 pupils. The adoption by maktabs of Departmental standards in the circumstances explained in the chapter on Muhammadan Education, and their consequent classification as "public institutions", would account for the decrease in the number of institutions. The largest decline, however, is recorded in "Elementary schools teaching a vernacular only or mainly." This decline during the quinquennium amounts to 11·8 per cent. in institutions, but it is accompanied by an increase of 5·8 per cent. in pupils. The decline in Koran schools during the same period amounts to 12·3 per cent. in institutions, and 13·5 per cent. in pupils. The general conclusion is that the tendency to adopt Departmental standards on the part of Muhammadan and other elementary indigenous schools is maintained.

Girls in Private Institutions.

841. There were altogether 4,143 girls reading in all classes of private institutions on the 31st March 1912.

Increase during the quinquennium

842. One special institution for girls teaching Arabic, or Persian, with 13 pupils, in the Patna Division is returned; and in Bengal 230 girls are shown as reading Arabic in private institutions for males which teach Arabic or Persian. The number of girls in elementary, Koran, and "miscellaneous schools" has increased from 2,646 to 3,900. The Mahakali Pathsala in Calcutta is classed as a miscellaneous institution. Fifty-nine private institutions for females are included in the returns, and these are attended by 2,198 girls. Forty-eight per cent. of the total number of girls under instruction in private institutions are in institutions for the instruction of males.

Private Institutions teaching Arabic or Persian.

Number and local distribution.

Large decrease in schools and pupils during quinquennium.

843. The number of these institutions is returned as 448 with 6,309 pupils. This represents a decline during the quinquennium of 396 institutions and 5,625 pupils. This decline would be to some extent accounted for by the inclusion under special schools of the madrasas and maktabs which have adopted Departmental standards. It is also doubtless the result of the tendency which animates the Muhammadan community to abandon the attempt to stand apart in education, and to use the schools intended for the general community to a greater extent than formerly.

844. The number of these institutions varies very much in the different Divisions—

Patna	has	277	schools with	3,955	pupils.
Tirhut	„	108	„	1,665	„
Bhagalpur	„	53	„	549	„
Burdwan	„	1	„	20	„
Chota Nagpur	„	9	„	120	„
		448		6,309	

Private Institutions teaching Sanskrit.

Tols not conforming to Departmental standards.

845. Under this head are included Sanskrit tols which have not adopted the standards prescribed by the Education Department, and which do not send candidates to the Sanskrit Title examination. The number of these institutions is now returned as 392 with 3,911 pupils.

Large decrease in schools and pupils.

846. This represents a decline during the quinquennium of 333 institutions and 2,378 pupils. Against this must be set the increase in the number of tols which conform to Departmental standards, as evidenced by the greater number of candidates sent up for the Sanskrit Title examination.

Sanskrit tols which conform to Departmental standards are included in the statistics under the head of "Schools for special instruction" as "Other Schools—Miscellaneous".

847. The number of non-departmental schools varies considerably in the different Divisions— Local distribution.

Patna	has	117	schools with	1,222	pupils.
Tirhut	„	169	„	1,891	„
Burdwan	„	56	„	318	„
Bhagalpur	„	43	„	436	„
Orissa	„	7	„	44	„

Private Miscellaneous Institutions.

848. The latest figures for "Other schools not conforming to Departmental standards" are 410 institutions and 13,010 pupils, against 257 institutions and 7,266 pupils in 1906-07. Thirty ofthese are institutions for girls, and 1,867 pupils are returned as studying in them.

849. According to the statistics there has been during the quinquennium an increase in male pupils of 34·09 per cent., and in female pupils of 31·8 per cent.; but owing to the general unreliability of the returns and the absence of any fixed principles of classification, no definite conclusions can be based on these figures. As pointed out above, the dividing line between "Other schools" and "Elementary schools teaching a vernacular only or mainly" is not clearly drawn; and the fact that according to the statistics schools of the latter class have declined during the quinquennium by 11·8 per cent in institutions but increased by 5·8 per cent. in pupils, whilst those of the former class have increased by 37·3 per cent. in schools and by 44·1 per cent. in pupils, suggests that the method of classification has not been uniform.

CHAPTER XIV.

PHYSICAL AND MORAL TRAINING.

The Scope of the Chapter.

850. Under this chapter are included those influences which go to mould the character of the young, but which are not purely intellectual. Scope.

851. As in the last Quinquennial Review, these influences will be discussed under the following main heads:— Heads under which these influences will be discussed.

I.—The maintenance of well managed hostels.
II.—Physical training and the encouragement of manly sports.
III.—The influence of carefully trained and selected teachers.
IV.—The maintenance of a high standard of discipline.
V.—Social intercourse between teachers and pupils in the play-ground and elsewhere.
VI.—The selection of text books such as biographies of great men, whose lives afford beneficial examples.

I.—Hostels and Messes.

The Calcutta Mess Scheme.

852. The influence of a healthy physical and moral environment on the formation of character cannot be exaggerated. Mr. Russell's Report in 1904 upon the messes or houses in Calcutta in which the University students lived showed that these institutions were overcrowded, deficient in proper sanitary arrangements, and often situated in most unsuitable localities.

853. The Calcutta Mess Scheme of 1905 was the result, and the University authorities passed a rule forbidding affiliated colleges to allow their students to reside in messes which did not possess a respectable superintendent, and the buildings of which were not licensed by the Government Inspector as possessing suitable arrangements for sanitation, cooking, etc. To such messes the term "recognized" was applied. To supply the deficiency of houses and to prevent overcrowding, Government agreed to hire houses and to recover the rent by instalments. The Calcutta Mess Scheme.

Calcutta Mess Scheme handed over to the University.

854. To guard against the complications of dual control, the Calcutta Mess Scheme was handed over to the University in 1907-08 with an annual grant from Government of Rs. 15,810, of which Rs. 9,000 was to meet the estimated difference between the mess rental and the rents collected by the University from the students, and the balance to meet the pay of the Hostel Superintendents and the pay and allowances of an officer of the Provincial Educational Service lent to the University to act as Inspector of Hostels. This officer has since reverted to the Department, and the University has appointed a man of their own.

Students' Residence Committee.

Subsequent modification of the Calcutta Mess Scheme.

855. The University works the scheme through the Students' Residence Committee with local Residence Committees in large towns like Dacca and Patna. In 1909-10 there was a large influx of students into the Calcutta colleges, and additional accommodation was required for the University Law College, the Medical College, and the David Hare College. The number of houses engaged rose from 21 to 30, and the number of seats occupied from 645 to 931. The result of this was an increase in the Government share of the cost by over Rs. 7,000. The term for which Government undertook to indemnify the University in respect of the deficit accruing on account of the non-recovery of seat rents expired at the end of 1910-11. In considering the question of the future of the scheme and the continuance of the Government subsidy Government expressed the view that the scheme should be developed upon such lines as would enable the messes to become self-supporting in future. In order, however, to avoid inconvenience by a sudden reduction of the Government subvention it was decided to continue for the present to contribute a sum of Rs. 9,000 annually to meet the deficit on account of house rents. It was at the same time decided that (*a*) the rates of seat rents should be enhanced and levied for 10 months in the year; (*b*) the cost of supervision should be met by the boarders; and (*c*) the responsibility for messes attached to Government institutions should not be undertaken by the University. Government has finally undertaken to make good any balance of the cost of the scheme that may be left unpaid after the modified proposals have been given effect to. During the last three years the excess over the annual grant of Rs. 9,000 has been met by contributions from the Imperial grant for the improvement of private colleges.

Extension of the Calcutta Mess Scheme to Mufassal Institutions.

856. In 1906-07 a scheme similar to the Calcutta Mess Scheme was initiated for all the more important mufassal institutions. Owing to the greater poverty of these institutions and the absence of efficient control, the requisite reforms were carried out much less uniformly than in Calcutta.

Description of Mufassal Boarding-houses.

857. Mr. Lambert in the Burdwan Divisional Report for 1909 remarks with regard to boarding-houses attached to private schools—

"The houses are for the most part ill-lighted, ill-ventilated, and built with little reference to hygienic requirements."

Private Messes.

858. The same officer speaks of "private messes" connected with high schools as follows:—

"The mess is a most unsatisfactory substitute for the hostel, and the only good word that can be said for the system is that it enables the poor student to obtain a high school education from which he would otherwise be debarred. Messes are, as a general rule, insufficiently supervised, and inimical to health and comfort and consequently to proper work."

859. The boarding-house for the Motihari Training School is described as "a badly ventilated building and not large enough to accommodate the students under healthy conditions. It has no kitchen, and the boarders are put to much inconvenience in consequence of their having to prepare their food in the same house which they occupy."

Exceptions to the general inferior quality of Mufassal Boarding-houses.

860. The notable exceptions to the general inferior quality of mufassal boarding-houses in the case of private schools are the hostels attached to the collegiate schools at Bankura, Hazaribagh, and Berhampore, the first two of which are under missionary management.

861. The University note, speaking of college hostels, says—

"The residences now provided are in many instances so unsatisfactory, the arrangements for supervision so inadequate, and the lack of intimate association between teachers and students so generally the rule, that a continuance of the present system cannot reasonably be expected to foster the conception of true academic life among students."

862. The University Inspection Report on the Krishna Chandra College, Hetampur, 27th September 1910, states—

"The block of buildings used as the hostel, with one exception, are in their present condition unfit for human habitation. The one exception consisting, of three rooms, is at present literally packed with 18 boarders, while there is accommodation only enough for 12. The two other blocks are also overcrowded. A fourth which had recently suffered from fire is under repair. Many of the boarders had no bedsteads (a wooden bedstead we were informed costs only Rs. 2) but had their beds, which in some cases meant only a mat, spread out on the floor, the underside of the mat being soaked with damp. In some of the rooms the openings, which are meant for windows and which are low down on the floor, had neither bars nor doors, leaving the passage open for the rain and cold as well as for jackals and similar other animals. A still more serious drawback is the want of a good supply of water. There is a shallow tank near the hostel compound, but the water is neither good nor sufficient. The college authorities admitted the difficulty, but could suggest no practical solution, it being out of the question in their opinion to have the tank re-excavated and deepened, or a well dug within the compound on account of the hardness of the soil."

General Statistics of Boarding-houses (including Hostels and "Recognized" Messes).

863. The number of boarding-houses has increased during the quinquennium from 373 to 672, and their inmates from 11,309 to 20,484. These boarding-houses are only for Indian students. The European schools which receive boarders feed, house and teach them for a consolidated fee. There is in them no special charge for boarding, as there is in Indian schools. The number of Government and aided boarding-houses throughout the Province was 273 with 7,529 boarders, and the cost to Government in the shape of capitation grants was Rs. 74,638 a year.

General Statistics of Calcutta Boarding-houses.

864. In Calcutta there were 36 hostels with 2,119 boarders against 35 hostels and 2,201 boarders in 1906-07. The total cost to Government was Rs. 19,753.

Calcutta Government Hostels for Boys.

865. The Eden Hostel is the best Government hostel in Calcutta, and the best non-Government hostels are those of the Scottish Churches, the Oxford Mission and the Church Missionary Society. There were 5 hostels for boys in Calcutta under Government management with 506 boarders, the total cost of which was Rs. 43,171 for the year. There were 3 hostels for girls under Government management, the total cost of which was Rs. 3,031 for the year.

Calcutta Government Hostels for Girls.

Free Quarters and Allowances for Hostel Superintendents and Assistant Superintendents.

Free Medical Attendance for Government Hostels.

866. The grant of free quarters and allowances to Superintendents and Assistant Superintendents of the Hostels attached to Government colleges and schools came into force from April 1911, and marks a great advance in the management of hostels. The performance of duties for which extra payment is made can be strictly insisted on. The nature of these duties is alluded to below. A great concession made to the inmates of Government hostels during the quinquennium under review was the privilege of free medical attendance.

Government of India Grant for Hostels.

867. The Government of India has made a vigorous effort to grapple with this most important hostel question by the grant of 12½ lakhs given in 1911-12 for allotment in grants-in-aid to colleges, in order to improve their hostels.

New Hostels for Government Colleges.

868. While giving assistance to aided and privately managed colleges to carry out their obligations to their students, the Government has been mindful of the wants of its own colleges, as is shown by the construction of the Minto Hindu and the Muhammadan Hostels at Patna, the Baker Hostel at the Calcutta Madrasa, and the new Hindu Hostel at Cuttack. A new hostel is also about to be constructed for the students of the Presidency College at a cost of about 2 lakhs. The Chota Nagpur Inspector of Schools also especially mentions the commodious hostels under construction at Daltonganj and Chaibassa. As far as possible, separate hostel accommodation has been provided for college students and schoolboys.

Residential Hostels for all Students except those living with Parents, the eventual aim.

869. Owing to the unsuitability of many so-called guardians, who are allowed to act *in loco parentis* but who are often in no way connected with their wards and have no control over them, and the want of well qualified resident superintendents for the messes, it is hoped in time to establish sufficient college hostels to accommodate all students who do not live with their parents or natural guardians. Students require suitable accommodation, strict oversight, quietness for study, care in sickness, and freedom from domestic worries; and only in hostels can these wants be sufficiently supplied.

Importance of Hostels as agencies for the formation of character.

870. Most of the schools are day schools, and the teachers' influence over the boys can only be exerted for some five or six hours a day. We have to look to some means of subjecting the boys to beneficial influences out of school hours. The Officiating Principal, Hooghly College, remarks —

"Superintendents of Hostels are unfortunately looked upon as mere Managers of business concerns, or at best gentlemen whose duty is to enforce the observance of hostel rules. The ancient Hindu ideal of living with teachers who can mould the character of their pupils is a thing of the past, nor has the Western residential system been successfully introduced into this country as yet."

It behoves the teachers who are in receipt of liberal allowances as Superintendents of Hostels to do their best to carry out the benevolent policy of Government in this respect.

II.—Physical Training.

871. The Director's Annual Report for 1908-09 says—

"There is no ready measure of the exact extent to which from year to year habits of taking exercise and love of games are spreading in colleges and schools."

General condition of things with regard to Games in Bengal.

872. Mr. Mukerji's description of the Presidency Division in 1908-09 is of general application throughout the quinquennium under review:—

"The utility of physical training side by side with intellectual development is now generally admitted. Physical exercise of some kind or another is now practised in nearly all secondary and in many primary schools. Drill is part of the school course in all primary and middle schools, and is taught in most high schools. Gymnastic exercises are practised here and there, but they are not so popular as football and cricket. Hockey and lawn tennis are also played in places. Indigenous Indian games (such as *kabadi* and *chikka*) are generally practised in middle and primary schools in the interior."

873. Indigenous games are chiefly played by boys who cannot afford to buy cricket and football necessaries.

874. Mr. Horne, Officiating Inspector of Schools, Patna Division, writes—

Benefits gained thereby.

"The introduction of physical exercises and the installation of inter-school matches have done much to improve the physical and moral tone of the students, and have created among them an *esprit de corps*."

Games or some form of Physical Exercise compulsory in Government Colleges and Schools.

Gymnastics and Physical Development.

Physical Director imported from the United States.

875. The importance of games as promoting physical development, and their moral benefit as teaching unselfishness, is recognized; and it is compulsory for all students in Government colleges and schools to take part in some form of game or physical exercise. The want of suitable play-grounds hampers the development of games in some cases. Gymnastic instructors are entertained on the staff of all Government colleges and high schools, and dumb-bell exercises are practised, but, except in the Patna College and in the Hazaribagh Zilla School, the gymnastic apparatus of most institutions is defective. Government recently gave a grant of Rs. 2,760 a year to the Young Men's Christian Association, Calcutta, in return for which Dr. J. H. Gray was brought out from the United States as Physical Director. In accordance with the agreement entered into by the Young Men's Christian Association, Dr. Gray's services are partly placed at the disposal of the Education Department, his chief duties being to instruct class teachers how to give instruction in Drill and Physical Development, during the cold weather, at the gymnasium of the Young Men's Christian Association in Calcutta, and to tour throughout the Province, inspect the teaching, and advise Government generally on the promotion of physical development. This supersedes the old method of instruction of gymnastic teachers by military gymnasts. Dr. Gray's services have already proved most valuable, and with his advice and assistance it is hoped to effect a marked improvement and extension of the system of physical training in our schools and colleges.

Games and Competitions at Colleges and Schools.

876. In most educational centres there are now competitions for challenge cups and prizes in Cricket, Football, Athletics, Hockey. The Calcutta colleges and schools have their annual athletic sports, which were inaugurated by the late Mr. Harry Lee. The Harrison Challenge Shield is held for the year by the winning school in the football competition. Mr. Shaw has started the Orissa Athletic Association, which holds an annual meeting. The Director's Annual Report for 1908-09 notices with

approval the inter-school sports of the Darjeeling Terai Schools held at Bagdogra during the Mela. It is to be regretted that the teachers, as a whole, do not yet appreciate the value of physical training for their pupils, and do little for the better organization of school games, much less take part in them themselves.

877. The success of the advocates of manly games in Bengal has unfortunately given rise to tendencies which should be nipped in the bud. One is professionalism, which shows itself in the enrolment of boys in schools to qualify them for the team that is to play in Cup or Shield matches. The other tendency is over-emulation and excitement, which shows sometimes in acts of violence against the opposite party or their friends. As the late Mr. Preston remarked— Unsatisfactory tendencies of Athleticism.

"The true sporting spirit which takes a beating cheerfully has still to be cultivated among our boys; at present it is quite a common thing for the defeated team to 'file a petition', couched in legal language, against the victors, accusing them of some irregularity, often of a most trivial kind."

III.—The influence of carefully trained and selected teachers.

878. The most potent influence that can be brought to bear upon a student is the example of his teacher. Unfortunately during the quinquennium under review this example has been too often bad. A professor of the Hooghly College and a teacher of the Puri Zilla School were dismissed for seditious teaching. A teacher of the Palamau Zilla School was reported for distributing *rakhis* among the schoolboys as a sign of mourning for the execution of Khudiram Basu. The University of Calcutta was compelled to take action in the cases of the City and Ripon Colleges, because their teaching staff and students contravened the Risley Circular. The Inspector of Schools, Burdwan Division, says—

"A good deal depends upon the influence of the teacher, but considering the emoluments attached to his office and the public estimate in which the vocation is generally held, it is too much to expect proper men to join the profession in larger numbers."

879. Mr. Lambert is of opinion that no "healthy moral influence emanates from the teachers, particularly of primary, and to some extent also of middle, schools. In many cases they set to their boys daily examples of what should not be taught, and so far the poor children would be the better for not attending school. This I consider to be one of the most serious problems with which the present educational system is confronted." The Inspector of Schools, Orissa, reports the punishment of three of his subordinates for dishonest work. Though Mr. Lambert's condemnation of primary school teachers is undoubtedly too sweeping, the present outlook is not encouraging; and we can only hope that the improvement contemplated of the pay of the teachers of the lower grades and the extension of training will result in the creation of a new type of teacher with a keener sense of duty and a higher conception of the character of his work.

IV.—The maintenance of a high standard of discipline.

880. On the 4th May 1907 the Government of India issued the Risley Circular, which lays down the principles to be observed, and the line of action to be followed, to protect higher education in India from the dangers threatened by the tendency of both teachers and pupils to associate themselves with political movements and to take a prominent part in organizing and carrying out overt acts of political agitation. In the last resort, it was proposed to take action against the colleges and schools which disobeyed these orders and allowed their students and teaching staff to take part in political agitation by withdrawing their grants and the right to compete for public scholarships. The Syndicate of the University required the managing authorities of high schools to give a declaration that they were prepared fully and faithfully to carry out the terms of this circular. The Syndicate declared themselves "convinced that in taking measures to prevent students and schoolboys from taking a premature part in political activity, they are rendering the best service possible to the young people themselves, as well as to those most nearly interested in their welfare." The Government of India expressed The Risley Circular.

their thanks to the Syndicate for the support accorded to their policy. Two schools in Eastern Bengal refused to give the required declaration of acceptance of the policy of Government, and were disaffiliated in consequence. The Risley Circular was most unpopular, and "Anti-Circular" Societies were formed by way of protest. Schoolboys were given an exaggerated sense of their own importance by the flattering appeals made for their assistance in semi-political movements. They took a leading part in the *swadeshi* agitation, and made themselves particularly useful as piquets to prevent the sale or, if their persuasions, and at times less peaceful efforts, were unsuccessful, to report the purchase of *Bilati* goods. The boys took to drilling and *lathi*-playing in *akhras*; throwing *Bilati* salt into rivers; posing as "National Volunteers"; wearing *Bande Mataram* badges and purple *Kshatriya* puggrees at political meetings; and soliciting passers-by to assume the *rakhi* as a sign of sympathy with Bengali nationality. They carried the boycotting policy to foolish lengths,—in one instance the boys of the Pakaur High English School sent an address to the Managing Committee stating their objection to play the "foreign" game of football. Government could not permit the youths of the country to be diverted from their studies into these mischievous pursuits, or pass over the frequent breaches of the peace which resulted therefrom, and many boys were expelled from school as a punishment for their lawlessness and disobedience.

"National" Schools.

881. The National Council of Education in Bengal established the "National Schools" with a view to putting education on a so-called National basis; but in practice these schools were largely regarded as a refuge for the boys who were thus expelled. The problem of enforcing order in the ordinary schools thus became more difficult, for boys who refused to obey orders knew that the "National Schools" were open to them. The number of National Schools has been steadily diminishing in recent years, and there are at present only 16 of them besides the college and school in Bow Bazar Street, Calcutta. The Director records that these schools began "in a sort of revolt from the Department and all its ways; but time and other influences have softened the antagonism, and it is growing less and less". Besides political unrest, there is another agency at work which is sapping the foundation of discipline: this is the gradual reconstruction of Indian society on the basis of individualism as opposed to the joint family system. The Indian student at present appeals to the old relation between guru and pupil when he wants a favour from his teacher, but is not much inclined to fulfil the reciprocal obligations binding on the pupil.

Growing Influence of Individualism.

Want of Co-operation between Teachers and Parents.

882. The weak point of our discipline lies in the want of co-operation between parents or guardians and teachers in the effort to form the characters of pupils aright. This is not always the fault of the parents, for the tendency to individualism alluded to above is prejudicial to their authority as well as to that of the teachers. But home influence is too often actively hostile to the school-master's efforts. If a boy is punished, the parent does not wait to inquire whether the punishment has been deserved or not, but makes a complaint to the managing authority against the teacher, or begins an intrigue against him by way of revenge.

Discipline generally negative.

883. What the Director said in his Annual Report for 1908-09 is true for the whole quinquennium under review—

"The reports from all quarters of the discipline of schools and colleges are with one qualification satisfactory. The qualification is that the good conduct is of the negative order,—the absence of offences. There is acquiescent discipline everywhere; of the true spirit of discipline,—active co-operation with authority,—not very much."

This is illustrated by what Mr. James has noticed:—

"The prevailing belief appears to be that rules are made for the sake of admitting exceptions to them, and every individual student regards his own case as exceptional. Laws have no efficacy in a college without a sense for the spirit of law, and this is at present lacking."

Even Negative Discipline not universal.

884. In the Bhagalpur Division Annual Report for 1910-11, an unusual number of offences against discipline were mentioned. Guru-training school pupils and teachers were punished for bribery, rioting, and indecency. In high schools, there were cases of bribery and cheating in the University examinations. At Supaul (Bhagalpur) obscene placards were posted about the school, and an attempt was made to burn down a teacher's quarters. The school has since had its recognition withdrawn.

885. A noticeable exception to the general rule that discipline is merely negative is to be found in Mr. Tipping's Report of the Ranchi Zilla School quoted in the Annual Report for 1909-10 :— Ranchi Zilla School an exception to the rule that discipline is generally negative.

"I have noticed with pleasure that the boys are beginning to take a pride in being courteous and well mannered, and will often draw attention to the fact when a boy fails in any outward expression of courtesy. The discipline in the school is, I think, showing signs of steady improvement. By this I do not mean that there are fewer breaches of order, for I do not think open defiance of authority has ever been noticeable. But the improvement I see is in the growth of the spirit of *ready and willing obedience* throughout the school. Orders are obeyed with eagerness and with a gladness that springs from a desire on the part of the boys to please their teachers and earn their good opinion."

The hope for the future lies in this example being more generally followed.

V.—Social intercourse between teachers and pupils.

886. The provision of quarters in all Government colleges for the Principals and some of the Professors has given more opportunities for intercourse between the teaching staff and the students than existed formerly. There is no College now, Government or otherwise, without its Common Room, Debating Club, and other College Societies which tend to foster a sense of corporate life. There are also institutions like the Calcutta University Institute, which is patronized by Government. This institute is active in many ways on behalf of the student community, and especially in the maintenance of a fund for poor students, which is recouped from time to time by means of dramatic performances, in which students of the various colleges in Calcutta take part. The Bihar Young Men's Institute at Bankipore, founded in 1900, plays a similar part in Bihar. In these institutes, in the management of college societies and entertainments, and in the fulfilment of duties as Superintendents of Hostels, Indian teachers take their full share and have worked with enthusiasm. Through their instrumentality it is hoped to make the hostels an agency for the formation of character, and not mere boarding-houses. It is already reported that those teachers who are most familiar with the boys and have the greatest share in their daily life as Superintendents of Hostels have a greater influence with them than the ordinary members of the teaching staff; and it is to be hoped that they will exert this influence for good. European professors and teachers take their full share in the corporate activities of the colleges and schools, and are as a rule conspicuously active in the organization of games and in taking part in them with the students.

VI.—Books.

887. The Inspectors of High Schools on behalf of the University made it a point to see that, besides reference books, school libraries contained a sufficient supply of interesting and wholesome literature for boys, so as to inspire them with a love of reading for its own sake. In such books the moral tendency must not be disregarded, but it must not be made too obtrusive an aim, or a distaste for the book is immediately created. The principle of including in reading books the biographies of great men, whose examples it would be profitable both to the individual and the community to follow, mentioned in the last Quinquennial Review, has been acted on during the quinquennium under review.

CHAPTER XV.

EDUCATIONAL CONFERENCES.

Calcutta Conferences.

888. During 1907-08 the following Committees, constituted under the orders of Government, were at work :— Conferences at the Director's Office and the Subjects discussed.

(*i*) For revising the Syllabus of Studies for the Infant Section and for Standards I and II of Boys' and Girls' Schools for Indian Pupils.

(*ii*) For revising the Syllabus of Studies for Standards III to VI.

(*iii*) For formulating proposals for a School Final Examination.

889. Important conferences were also held with regard to the improvement of secondary and Muhammadan education and of Muhammadan female education.

890. In 1908-09 the Committee for the revision of the Syllabus of Studies for Standards III to VI continued to sit, and discussed the preparation of vernacular readers and science books and the arrangements for the writing and translation of the Junior and Senior Teachers' Manuals.

891. Five meetings of this Committee were also held in 1909-10. A conference of Muhammadan gentlemen interested in education was held in February 1909, and passed resolutions in respect of Muhammadan education. These meetings are referred to in the chapter on Muhammadan Education.

892. In 1910-11 and 1911-12 conferences and meetings were held in the office of the Director of Public Instruction to consider the improvement of the Presidency College, the distribution of the Imperial grant for hostels, and the improvement of the Women's Training College, Calcutta. Between February and May 1912 five meetings were held of the Committee to report on the establishment of the Technical Institute in Calcutta.

Mufassal Conferences.

893. Divisional and Deputy Inspectors followed the practice of holding conferences on educational matters at their respective head quarters during each year of the quinquennium. During the quinquennium Mr. Griffiths and Mr. Armitstead of the David Hare Training College gave a series of lectures in the mufassal at various educational centres, the former on the Direct Method of teaching English, and the latter on Mathematical-teaching.

CHAPTER XVI.

TEXTBOOK COMMITTEES AND TEXTBOOKS AND THE CALCUTTA SCHOOL-BOOK SOCIETY.

Textbook Committees.

The Textbook Committees.

894. There are three Textbook Committees,—one at Calcutta, one at Patna and one at Cuttack. The Calcutta Committee, of which the Director of Public Instruction is President and the Inspector of Schools, Presidency Division, *ex-officio* Secretary, considers textbooks written in English and Bengali. The Patna Committee is presided over by the Divisional Inspector, and the Assistant Inspector is Secretary. It is intended primarily for the consideration of Hindi books. The Orissa Committee, with the Inspector as President and the Deputy Inspector of Schools, Cuttack, as Secretary, considers Uriya books.

895. During the quinquennium under review the Textbook Committees were reconstituted twice,—in 1909 and in 1911. The Calcutta Committee consists of 14 official and 7 non-official members; the Patna Committee of 6 official and 3 non-official members, the Cuttack Committee of 4 official and 2 non-official members. With regard to the constitution of the Patna Committee it may be noted that the Bhagalpur and Chota Nagpur Divisional Quinquennial Reports complain of these Divisions not being represented upon it. The duties of these Committees are to examine the textbooks submitted by linguistic and educational tests of suitability, and to approve or reject them accordingly. As at present constituted, these Committees are probably as well qualified and impartial boards of selection as could be got together. During the quinquennium under review, the rules under which they act have been subject to slight modification as described below.

Modification of Textbook Committees' Rules.

896. In 1908 the inclusion in the list of textbooks approved for use in schools of books recommended by the Calcutta University for the Matriculation Examination was authorized, without special reference to Government and without examination by the Textbook Committee.

In 1909 the following additional rule was sanctioned:—

"The various textbook Commitees and the Sub-Committees should hold a yearly meeting to consider the books which have stood upon the list of approved textbooks for three years, and to advise the Director of Public Instruction with regard to the revision of such of them as are considered to require alteration, and the exclusion of such as it is considered undesirable to retain on the list."

897. Although they cannot properly be considered as textbooks, drawing books have for some time been examined by the Central Textbook Committee, but this arrangement was not found to work well. In 1911, the constitution of a Special Committee to advise the Director on the selection of drawing books and other kindred art questions was sanctioned.

Art Advisory Committee.

898. Textbooks for the primary and middle scholarships have been hitherto prescribed by the Director of Public Instruction. Divisional Inspectors of Schools are for the future authorized to prescribe them as an experimental measure for three years.

Delegation of the Director's power of choosing Textbooks to Divisional Inspectors.

Text Books.

899. Up to 1908-09 the preparation and distribution of textbooks in Bengal were left to private enterprise, and the Department did nothing but select and approve suitable books. The textbooks that had been prepared to suit the former lower primary syllabus under the vernacular scheme of 1901, were considered so unsatisfactory that it was considered better for the Department to undertake the direct preparation of the textbooks intended to be read under the revised syllabuses. Accordingly, under Government orders, literary readers for the second year of the Infant Section and Standards I and II and an arithmetic book for Standards I and II were prepared by authors selected by the Committee appointed to revise the scheme of vernacular education. These books were intended to serve as models, and private authors were given liberty to produce their own books and submit them for approval. The writing of different sections of the Junior Teachers' Manual (for teachers of classes up to Standard II) and of the Senior Teachers' Manual (for teachers of Standards III to VI) were also put in charge of selected authors. The editing of the Senior Teachers' Manual in Bengali was placed in the hands of Mr. Mukerji, Inspector of Schools, Presidency Division. In addition to these, it was also decided to produce at Government expense a science reader on natural phenomena for Standards III and IV and another on animal and plant life for Standards V and VI. These books were written by authors approved by Government, and were intended to serve as models.

Change in the system of the preparation of Textbooks.

Literary Readers, Arithmetic Books, Junior and Senior Teachers' Manuals and Science Readers prepared for the Revised Syllabuses by selected Authors.

The preparation of these works and their translation into Bengali, Hindi, Uriya, and Urdu was completed by the end of 1911-12, with the exception of the Senior Teachers' Manual, which has not yet been published.

900. It was left entirely to private enterprise to write textbooks for Standards III to VI, and some of these, having been approved by the Textbook Committee, are already in use. No textbook in geography for Standards V and VI, that has hitherto been submitted, has been found suitable, and this is the chief gap that remains to be filled.

Private Enterprise not altogether ousted.

901. It is also intended to translate or adapt the model lower primary textbooks to suit the needs of the following languages: Nepali, Tibetan, Sonthali, Mundari, Uraon, and Kui; and this work is already far advanced.

Translation of Lower Primary Text-books into Aboriginal Languages.

902. A special Maktab Teachers' Manual for the use of Muhammadan primary schools was also published during the quinquennium under review in connection with the scheme for the improvement of Muhammadan education.

Special Maktab Teachers' Manual.

903. The special readers for Muhammadan girls which have been projected are not yet complete. The books originally compiled for the purpose were not found suitable, and they are being remodelled in the light of the criticisms offered by the Special Muhammadan Committee. This Committee has also recommended an Urdu alphabet book, which is under preparation.

Readers for Muhammadan Girls.

904. It is often difficult for pathsalas in the interior of districts to obtain copies of the prescribed textbooks. The working of the system, which prevails in the Bhagalpur Division, by which a supply of primary textbooks is kept in each guru-training school, might be examined, and if found beneficial, prescribed for imitation elsewhere.

Mufassal Text Book Depôts.

The Calcutta School-Book Society.

905. The Calcutta School-book Society was originally established in 1817 as an agency for cheap and prompt supply of books and other educational appliances from England. Since 1821, it has been assisted by a monthly grant from the Government of Bengal of Rs. 400 a month. In 1891 it was amalgamated with the Useful Literature Society, and from that time it received a grant from the Government of India. All Government institutions were required to transact their business through the Society's agency. It has been objected of late that this agency is no longer required, and that it was unfair to the bookselling trade to handicap booksellers by subsidizing what was practically a commercial rival. The question of the continuance or dissolution of the Society was considered during 1909-10 in connection with a letter from Government in reply to a reference made by Sir Alexander Pedler on the subject in 1906. Certain inquiries were also made as to its working by Sir Archdale Earle. Government decided to leave to the Managing Committee the decision of the question whether the Society should be continued or dissolved. A resolution that the Society should be dissolved was passed on the 12th February 1912 at a general meeting of the members, and the consent of the Governments of India and Bengal, as contributors to the funds, has also been given. The business and good-will of the Society have been purchased by Messrs. MacMillan and Co.

CHAPTER XVII.

SUMMARY.

General Features of the Quinquennium.

906. The last quinquennium was one of initiation and discussion of educational reforms; in the quinquennium under review these reforms have in some measure been realized, while the lines of still further advance have been definitely indicated. The Educational Budget has risen from 46 to over 70 lakhs of rupees, and Government has not hesitated to saddle itself with heavy liabilities in the future; but, though great improvements have been effected, the end of reform is not yet. The University Regulations have been in force for five years: it is time to examine their operation, and to inquire in what respects the curricula of the University are capable of improvement. Much remains to be done in improving the housing of the students; in extending the space provided for play-grounds; in providing for the natural increase of the number of University students; and in assisting the University to make proper provision for the fulfilment of its teaching duties.

Controlling Agencies.

Increase of Officers in the Indian, Provincial and Subordinate Services, and of those outside the grades.

907. There has been a large increase in the Indian, Provincial and Subordinate Educational Services, and in the number of officers outside the grades. The Lower Subordinate Educational Service has failed to give satisfaction and is to be ungraded. The Directing staff has been strengthened by the temporary deputation of a Provincial Service Educational Officer as Additional Assistant Director, and the most important new appointment outside the grades has been that of the Superintendent of Industries and Inspector of Technical and Industrial Institutions. The staff of the female inspecting agency remained the same as during the last quinquennium, and consisted of two Inspectresses and six Assistant Inspectresses (one for each Division, except the newly constituted Division of Tirhut). An important change in the way of decentralization of powers has been carried out during the quinquennium under review. Government has delegated certain powers to the Director

Decentralization of Powers.

of Public Instruction; and the Director, in his turn, has delegated others to the Divisional Inspectors of Schools and the Governing Bodies of Colleges. A statement of the number of schools managed and aided by District Boards and Municipalities, of their pupils, and of the expenditure on these schools has been included for the first time in the Report.

Collegiate Education.

908. The Government of Bengal has incurred large expenditure in complying with the demands imposed upon Government-managed colleges by the new University Regulations, and has assisted the private colleges with liberal grants for the same purpose. The grants of the Government of India have been devoted to the purposes of the University and the non-Government colleges. The efforts of the Government have been well backed up by private benevolence. Large Expenditure imposed by the new University Regulations.

909. At the end of the quinquennium under review there were two colleges less but 4,526 students in them more than at the beginning. The expenditure shows an increase during the quinquennium of Rs. 4,56,914. The University has shown considerable energy during the quinquennium in making provision for the fulfilment of its teaching duties. Comparative Statistics.

Secondary Education for Indian Boys.

90. At the end of the period under review there were 1,170 English secondary schools and 358 middle Vernacular schools for Indian boys; the former were attended by 1,68,396 pupils, and the latter by 24,152 pupils. The decline in the popularity of middle Vernacular schools noticed in the last Quinquennial Review still continues. At the end of 1911-12, there were 81,746 pupils in English secondary schools for Indian boys, 42,527 being in the high and 39,219 in the middle stage. Out of every hundred boys studying in English secondary schools, 25 were studying in the high stage against 27 in 1906-07. One in every 50 boys of a school-going age was in an English secondary school as against one in every 67 in 1906-07. Schools and Pupils.

911. The total expenditure on secondary schools for Indian boys amounted in 1911-12 to Rs. 32,28,026. This means an increase of Rs. 6,84,921 during the last five years, and of Rs. 9,80,708 during the last ten years. The mumber of teachers employed in secondary schools for Indian boys at the close of the period under review was 9,944: of these, 1,842 are returned as "trained" (including 43 B.T's. and 20 L.T's.); 6,814 as possessing "other qualifications"; and 1,288 as possessing no special qualifications. Expenditure.

912. The most noticeable points in connection with secondary education during the quinquennium have been— Remarkable points.

(1) The inclusion of all high English schools under University inspection.

(2) The institution of an inquiry by a special committee into the question of the improvement of secondary schools.

(3) The publication of the Revised Syllabus for Standards III to VI, which was substituted for the Vernacular Scheme of 1901.

Primary Education for Indian Boys.

913. At the end of 1911-12 there were 36,334 primary schools for boys attended by 10,45,626 boys and 78,883 girls. The increase recorded for the quinquennium under review is 2,380 institutions and 1,71,054 pupils. The average annual cost of educating a boy in an upper primary school in 1911-12 was Rs. 4, while that of educating a boy in a lower primary school was Rs. 2·4. The total number of pupils in the primary stage of instruction in primary and secondary schools for Indian boys was 12,31,824, this being an increase of 1,95,481 on the figures returned for the close of the previous quinquennium. Of this number, 11,24,482 were reading in primary schools, and 1,07,342 in the primary stage of secondary schools. The proportion of pupils in the upper primary stage has decreased during the last five years, and shows no advance during the last fifteen years. At the close of the last quinquennium, the proportion of boys under instruction in primary schools for Indian boys to the male population of school-going age was 254 per mille. Schools and Pupils. Primary age of Instruction. Proportion of Boys under Primary Instruction.

Expenditure.

914. The total expenditure on primary schools during 1911-12 is returned as Rs. 29,90,671: towards this amount public funds contributed Rs. 9,08,585 or 30·4 per cent.; fees Rs. 16,71,836 or 55·09 per cent.; and "other sources" Rs. 4,10,250 or 14·51 per cent. The total increase in expenditure during the quinquennium under review was Rs. 4,39,903.

The proportion of the total expenditure borne by public funds had decreased by 4·7 per cent.

Grants in aid.

915. The system of payment of primary school teachers by subsistence and deferred allowances was in vogue throughout the quinquennium. The system is probably an improvement on payment by results; but the amounts paid are very inadequate, and there can be no hope of any improvement in primary education till the pay and prospects of primary school teachers are materially improved.

Teachers.

916. At the end of 1911-12 the total number of teachers employed in primary schools for Indian boys and girls was 43,776. Of these, 5,017 or 11·4 per cent. are returned as "trained", 29,052 or 66·5 per cent. are returned as possessing "other qualifications", and 9,707 or 22·1 are returned as possessing no special qualifications.

Examinations.

917. The lower primary, upper primary and middle examinations were held for the last time in 1903, and the primary examination at the end of the middle stage of instruction (Standard VI) was substituted for them. The lower primary and upper primary scholarships are awarded by a system of competition among a limited number of nominees selected from deserving schools. The discontinuance of the public lower primary and upper primary scholarship examinations has withdrawn a distinct stimulus, as the certificates which used to be awarded for passing these examinations were much appreciated. It has been decided to endeavour to restore the old middle school examination. The most noticeable points in connection with primary education during the quinquennium under review have been—

Free and Compulsory Primary Education.

(1) The discussion on Mr. Gokhale's Bill for Free and Compulsory Primary Education.

(2) The allotment of Rs. 5,77,000 to primary education from the Bengal share of the Delhi grant of Rs. 50 lakhs.

(3) The scheme of 1902 for the improvement of guru-training schools as revised by a special committee at the beginning of 1906 came into full operation, and resulted in some improvement in the pay of the teachers in these schools.

(4) The primary education policy outlined in the Director's letter of the 16th January 1912, which embraces the raising of the pay of the trained primary guru to Rs. 12 a month; a further increase in the number of guru-training schools and a further improvement in the pay of the guru-training school teachers; the conversion of 539 primary schools under private management into District Board or Municipal schools; and the improvement of the pay of middle Vernacular teachers.

The Training of Teachers.

Training Colleges for English Teachers.

918. Next to University Reform, the most important improvement in the educational system of Bengal may be said to be the establishment of the David Hare Teachers' Training College in Calcutta and the Patna Training College. The former teaches the B. T. course of the Calcutta University, and the latter the L. T. course in the Science and Art of Teaching. The London Missionary Society has also established an aided college to teach up to the L. T. standard. The Vernacular training schools have been reorganized, and the scheme of 1902 for the improvement of guru-training schools has come into full operation. At the end of 1911-12, there were 201 guru-training schools with 2,998 students attending them. Altogether it may be said that in no other department of education has greater activity been shown than in the training of teachers.

Training Schools for Vernacular Masters.

The Training of Female Teachers.

919. Before the quinquennium under review the training of female teachers was carried on in training classes mostly under missionary management. During the quinquennium the Badshah Nawab Razvi Training College

for the training of female primary teachers belonging to orthodox communities, both Hindu and Muhammadan, has been established in Patna, and the Hindu Female Training Class in Calcutta, under Government management. The crying want of female education is some agency for the training of female secondary teachers.

Professional or Technical Colleges and Schools.

920. The University has established a Law College in Calcutta, and the Government one at Patna for the training of students in Law. The B. L. course has been lengthened from two years to three, and a Preliminary as well as the Final Examination established. The Government Commercial Classes at 303, Bow Bazar Street, have been placed on a permanent footing under the title of the Government Commercial Institute. Its course of studies has been prescribed as the course to be studied for the examination for the Clerical Service of the Secretariat. The evening lectures on more advanced commercial subjects have been better attended during this quinquennium than during the last, and courses in new subjects have been opened. The commercial classes in high schools were started as an alternative to the Matriculation: they have been unsuccessful. The School of Art has been reorganized, and the Art Gallery rearranged.

Law Colleges.

The Commercial Institute.

"C" Classes.

921. The Agricultural Class at Sibpur has been closed. The subject still continues to be taught in high schools, but only at Gaya and Dumraon with any measure of success. The attempt to teach Agriculture at Vernacular training schools and in middle and primary schools was definitely abandoned in the revised curricula, which came into force in 1910. The study of plant life takes its place. A committee to inquire into the project of establishing a Calcutta Technical Institute sat at the beginning of the present year. No definite decision has been arrived at as to their recommendations; but it is probable that a Technical Institute will be established in Calcutta, which will teach among other subjects Advanced Mechanical and Electrical Engineering, Civil Engineering (to the Upper Subordinate standard), and which will absorb the Serampore Weaving Institute, the Sibpur Tinctorial Chemistry Class and the Commercial Institute. The Sibpur Mining Classes will probably be removed to Asansol, and the Civil Engineering Department to a residential college in connection with the Dacca University. The Sibpur Mining Classes and the lectures in the mining districts were continued throughout the quinquennium under review. In the Civil Engineering Department the Intermediate examination in Engineering is now taken at the end of the second instead of the third year of the course, and the major portion of the Mathematics and Science have been removed to it.

Agriculture.

The Calcutta Technical Institute.

Removal of the Sibpur Mining Classes to Asansol.

Intermediate Engineering Examination.

922. The Joint Technical Examination Board has taken over the management of the Overseer and Sub-Overseer examinations from the year 1909. The Bihar School of Engineering has been further developed during the quinquennium under review, and now teaches up to the Overseer standard. Money has not yet been forthcoming to raise the Cuttack Survey School into a School of Engineering as is intended. The system of training Civil Engineering students has been very adversely criticised by Colonel Atkinson and Mr. Dawson as needlessly protracted and expensive considering the very small number of appointments open to Sibpur students even after undergoing the course. Those left out in the cold have to take what appointments they can get, for which a less elaborate course would be quite adequate. The same authorities have expressed their disapproval of the system of awarding State Technical Scholarships, on the ground that it tends to unduly magnify the importance of theoretical as compared with practical knowledge.

Joint Technical Examination Board.

The Bihar School of Engineering.

The Cuttack Survey School.

The system of training of Civil Engineering Students criticised by Colonel Atkinson and Mr. Dawson.

Industrial Schools.

923. In connection with industrial education, the most important events that have occurred during the quinquennium have been the appointment of a Superintendent of Industries and the establishment of the Serampore Weaving Institute.

Appointment of a Superintendent of Industries and the establishment of the Serampore Weaving Institute.

The Education of Indian Girls and Women.

Girls under Instruction.

924. One in every 25 girls of school-going age or 4 per cent. were under instruction on the 31st March 1912, as against one in every 33 or 3 per cent. on the 31st March 1907. Over 99 per cent. of the girls returned as being under instruction in primary and secondary schools at the end of the quinquennium under review were in the primary stage of instruction. Two hundred and sixty-five girls or ·16 per cent. were returned as being in the high stage of instruction: all these were Christians or members of the Brahmo Somaj community.

Expenditure.

925. The total amount spent on schools and colleges for Indian girls and on recognized schemes for zanana education was Rs. 7,17,198. Towards this amount public funds contributed Rs. 3,62,222 or 50·9 per cent.

Development of Female Education.

926. The most important points in connection with female education during the quinquennium under review were the opening of the Diocesan College for Girls in 1909, and of the Nawab Badshah Razvi College in Patna and the Hindu Female Training Class in Calcutta for training female primary school teachers belonging to the orthodox community, both Hindu and Muhammadan.

Schools and Pupils.

927. There has been an increase in the number of high schools for girls in number from 7 to 14 during the quinquennium under review, and in the number of girls taught in them from 641 to 1,494. Middle English schools for girls have fallen off by ·10 in number, and their pupils by 847. Middle Vernacular schools have increased by 15 in number and their pupils by 2,067. Middle schools for girls thus exemplify exactly the opposite tendency to middle schools for boys. There were 79,372 girls being educated in 3,112 primary schools for girls on the 31st March 1912 against 70,215 girls in 3,218 schools on the 31st March 1907. The model primary schools for girls, established in accordance with the recommendations of the Simla Conference of 1901, have been taken over by Government, and the services of their teachers made pensionable from April 1909.

Co-education.

928. At the end of the quinquennium under review there were 447 girls in secondary schools for Indian boys and 279 boys in secondary schools for Indian girls; also 78,883 girls in primary schools for Indian boys, and 1,700 boys in primary schools for Indian girls. This arrangement is necessary; but the remark made in the last Quinquennial Review, that the absence of schools staffed by women deters a certain class of parents from sending their daughters to school, and the inability of village pandits to teach subjects such as needlework makes the village school less efficient as a place of education for girls, remains applicable to the present situation. The chief industrial schools for women are the Lace, Embroidery, and Weaving Schools at Kalimpong, and the Mahila Silpa Asram in Calcutta.

Zanana Education.

929. Both the schemes for zanana education by central gatherings and house-to-house visitation mentioned in the last Quinquennial Review were in active operation during the period under review. The problem of obtaining properly trained *A'tus* will be easier now that the Badshah Nawab Razvi College has been established. For better supervision of their work, the *A'tus* have been placed under a qualified Muhammadan Lady Superintendent.

General Position.

930. The prejudice against any relaxation of the *parda* system for girls still prevails; and it is in the supply of trained female primary teachers for orthodox Hindu and Muhammadan women that the work of the Patna Female Training College and the Hindu Female Training Class in Calcutta will be most beneficial.

The Education of Europeans.

The Revised Code.

931. The Revised Code for European Schools finally came into force from the 1st of January 1911. Up to the end of 1910 the old classification of schools into primary, middle, and high continued. The classification in the statistics is on the old plan, as explained in the body of the Report. The Revised Code classifies them into elementary, higher elementary, secondary, and higher secondary. The two latter classes of schools prepare and send up candidates for the Junior and Senior School Certificate Examination.

Higher elementary schools differ from elementary schools in having supplementary practical classes. For Elementary schools there is a School Final Examination conducted departmentally. It is in contemplation to establish a training course for a limited number of female secondary teachers in connection with the classes already in existence for training elementary teachers at Dow Hill Girls' School, Kurseong.

Professional and Technical Training.

932. The Commercial Class at Victoria School, Kurseong, has been discontinued, but a class teaching up to the Sub-Overseer (Engineering) has met with a fair measure of success. There is a Commercial Class at Dow Hill Girls' School, but it is very poorly attended. A remodelling of the curriculum is under consideration. It is probable that a stricter definition of "European" than the new Code affords will have to be drawn up. The problem of educating the European or Anglo-Indian of the poorer classes is quite different from that of educating those of the middle and upper classes. Schools like the Woodburn Cottage Homes at Kalimpong are the most beneficial agency for the former purpose. Those who cannot be sent to the Hills are being educated in the day schools of Calcutta, and increased expenditure for the improvement of these schools has been sanctioned by Government.

Secondary and Primary Schools and Pupils.

933. On the 31st March 1912 there were 70 secondary and primary schools, with 8,640 pupils, for Europeans and Eurasians. The schools have only increased in number by 1, but there are 814 more pupils in them.

The Education of Muhammadans.

Muhammadans under Instruction.

934. At the end of the quinquennium under review, there were 2,83,914 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 34·8 upon the figures at the end of the last quinquennium. The number of Muhammadans under instruction in public institutions for Indians on the 31st March 1912 was 2,70,104, which represents an increase of 37·8 during the quinquennium under review. The chief increase is in maktabs: in 1907-08 there were 2,444 maktabs with 50,402 pupils; in 1911-12 there were 4,536 maktabs with 1,12,735 pupils. At the close of the period under review, the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of a school-going age was 19·05. This represents an increase of 6·61 per cent. during the quinquennium. The deficiency of Muhammadans in all stages of instruction above the primary, alluded to in the last Quinquennial Review, still remains very marked.

Improvement of Madrasas and Maktabs.

935. Sir Archdale Earle's scheme for the improvement of madrasas and maktabs was an attempt to construct an educational system out of those branches of learning—to which Muhammadan traditions naturally incline—which will impart a sound intellectual training. The original scheme of linking up improved instruction in Arabic and Persian with improved instruction in English has not yet been fully carried out.

The Education of Special Classes.

The Education of Chiefs and Nobles.

936. The Nawab's Madrasa at Murshidabad has been amalgamated with the local Government High School. The plan for establishing a Chiefs' College at Ranchi has been abandoned. The principle has been adopted of, as far as possible, educating the aboriginal tribes by teachers of their own race; and in Chota Nagpur, the Sonthal Parganas, the Orissa Feudatory States, and in the Darjeeling Hills a certain number of middle and primary school teachers and of the subordinate inspecting staff are aborigines. The lower primary textbooks have also been translated or adopted in the aboriginal languages. The chief aboriginal educational work is done in the Sonthal Parganas, among the Khonds of Orissa, and among the Pans—an indigent race of Hindu origin—of Angul and the Orissa Tributary States. The agency for the education of defectives includes the Calcutta School for Deaf Mutes, the Kareya and Ranchi Blind Schools, and the Purulia Leper School.

The Education of Aboriginal and other Backward Races.

The Education of Defectives.

The Reformatory Schools.

937. The Alipore and Hazaribagh Reformatories were combined into one institution at Hazaribagh in 1908. The chief difficulty in connection with the school seems to be the prevention of police interference with ex-pupils.

Colliery and Tea Garden Children.

938. Special schools for the education of colliery and tea garden children continue to flourish.

Private Institutions.

Tendency towards adaptation of Departmental Standards.

939. The tendency towards adaptation of Departmental standards, both on the part of Muhammadan and other elementary indigenous schools, still continues. A further increase of the girls in elementary, Koran, and miscellaneous schools has been recorded during the quinquennium under review.

940. The statistics with reference to private institutions cannot be relied on with confidence.

Physical and Moral Progress.

The Calcutta Mess Scheme.

941. The Calcutta Mess Scheme has been handed over to the University to manage; it has been further developed, and is now also applied to Mufassal boarding-houses.

Physical Training.

942. Dr. J. H. Gray, the Physical Director who was brought out from the United States by the Calcutta Young Men's Christian Association with the assistance of Government, is now in India, and has done very good work in advising Government with regard to the physical culture of students.

The Risley Circular and Discipline.

943. The Risley Circular with regard to the abstention of students from political movements was issued in 1907, and during the quinquennium under review has been supported by the University by means of various disciplinary measures against offending colleges and schools. The weak point of our discipline lies in the want of co-operation between parents or guardians and teachers. Discipline has improved at the end of the quinquennium compared with the beginning, but it is mostly negative; there is very little active co-operation with authority.

Educational Conferences.

944. The most important conferences held during the quinquennium on educational matters were the meetings of the committee charged with the preparation of the new syllabuses which replaced the Vernacular Scheme of 1901; those of the committee of inquiry into the improvement of Muhammadan education; those of the committee on the extension of the Presidency College; and those of the committee which reported on the establishment of the Technical Institute in Calcutta.

Textbook Committees, &c.

Reconstitution of Textbook Committees and preparation and distribution of Textbooks.

945. During the quinquennium under review the Calcutta, Patna, and Cuttack Textbook Committees were twice reconstituted. Up to 1908-09 the preparation and distribution of textbooks in Bengal were left to private enterprise, and the Department did nothing but select and approve suitable books. With reference to the new text books required for the Revised Syllabuses, the new departure was taken of causing the Teachers' Manuals and certain textbooks which were included in the series to be prepared at Government expense by selected authors. The textbooks were to serve as models, in imitation of which works might be written by other authors.

The Calcutta Schoolbook Society.

946. The Government subsidy to the Calcutta Schoolbook and Useful Literature Society has been discontinued, and its business and good-will has been purchased by Messrs. Macmillan & Co.

D. B. Press - 523-1,250-22-8-1913-F. da C.

EDUCATION—GENERAL TABLES

BENGAL

(as it stood on 31st March 1912)

1911-1912.

EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools, and Scholars in Bengal for the official year 1911-1912.

(For details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				Collegiate education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary and other Schools not conforming to Departmental Standards.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,30,781 (*i. e.* excluding seven Feudatory States of Orissa).	Towns, including Municipalities. 151 Villages 1,38,347 Total 1,38,498	Males 2,74,51,644 Females— 2,75,86,577 Total 5,50,38,221 Number of population of school-going age:— Males 41,17,746 Females 41,37,986 Total 82,55,732	Institutions. For males.	29	14	1,552	36,342	212	4,009	42,158	839	2,960	3,799	45,957	Institutions to number of towns and villages. 33·2
			Institutions. For females.	3	...	77	3,124	15	579	3,798	1	59	60	3,858	2·7
			Institutions. Total ...	32	14	1,629	39,466	227	4,588	45,956	840	3,019	3,859	49,815	35·9
			Scholars. Males	9,635	2,160	1,96,682	10,47,769	3,526	1,05,162	13,64,934	9,977	40,323	50,300	14,15,234	Male scholars to male population of school-going age. 34·3
			Scholars. Females	81	24	9,249	1,58,616	191	21,822	1,89,983	243	3,900	4,143	1,94,126	Female scholars to female population of school-going age. 4·6
			Scholars. Total ...	9,716	2,184	2,05,931	12,06,385	3,717	1,26,984	15,54,917	10220	44,223	54,443	16,09,360	19.4

GENERAL

Abstract Return of Expenditure on Public Instruction in

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions { For Males ...	12,32,935	6,82,275	37,43,570	30,06,943	3,76,510	12,77,301	1,03,19,534
„ Females ...	31,989	...	6,29,506	3,95,267	65,685	80,569	12,03,016
Total ...	12,64,924	6,82,275	43,73,076	34,02,210	4,42,195	13,57,870	1,15,22,550
2.—(*a*) Percentages of Provincial expenditure included in columns 2—18 to total Provincial expenditure on public instruction.	7·54	9·58	13·15	6·45	6·85	8·98	52·55
(*b*) Percentages of District Fund expenditure included in columns 2—18 to total District Fund expenditure on public instruction.	·23	...	13·56	55·75	·09	7·56	77·19
(*c*) Percentages of Municipal expenditure included in columns 2—18 to total Municipal expenditure on public instruction.	·55	...	24·88	47·33	·23	14·69	87·68
(*d*) Precentages of total expenditure included in columns 2—18 to total expenditure on public instruction.	7·36	3·97	25·44	19·79	2·51	7·89	66·96
3.—Average cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions. { Cost to Provincial Revenues.	187 3 0	293 0 0	20 0 0	9 11 8	106 8 3	128 12 1	56 0 10
Cost to District and Municipal Funds.	...	...	0 0 3	0 0 7	0 4 10	0 2 6	0 0 11
Total cost ...	290 7 4	368 2 8	43 13 9	10 3 4	112 14 3	142 14 8	76 2 2
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	11 10 5	0 1 4
Cost to District Funds.	...	...	4 15 2	2 1 8	...	53 3 4	3 14 8
Total cost. ...	...	...	9 1 8	2 4 9	...	94 8 8	6 6 6
Municipal institutions. { Cost to Provincial Revenues.	31 8 9	...	2 15 6	...	...	...	1 5 4
Cost to Municipal Funds.	10 7 0	...	2 3 3	4 7 1	...	...	3 4 3
Total cost ...	135 2 3	68 6 6	19 11 2	5 14 11	...	...	20 6 0
Institutions in Native States. { Cost to Native States Revenues.	...	...	12 13 6	2 3 4	...	8 12 10	5 14 4
Cost to District and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	13 12 6	2 6 5	...	9 2 1	6 5 4
Aided institutions. { Cost to Provincial Revenues.	22 10 2	200 0 0	4 2 7	0 4 0	121 8 4	0 15 3	0 12 1
Cost to District and Municipal Funds.	...	...	1 6 5	0 12 4	1 14 3	1 1 11	0 13 8
Total cost ...	127 2 5	200 0 0	23 0 11	3 1 4	299 15 10	6 5 1	5 9 5
Unaided institutions— Total cost ...	80 2 11	20 13 5	19 8 5	2 2 10	...	13 14 3	8 8 4
All institutions. { Cost to Provincial Revenues.	44 2 10	231 7 8	3 9 10	0 5 1	107 6 6	4 2 2	1 15 7
Cost to District and Municipal Funds	0 6 3	...	1 0 6	0 10 4	0 6 1	0 15 2	0 11 6
Total cost ...	135 9 10	301 7 10	22 10 1	3 0 3	123 15 8	11 7 0	7 14 9

TABLE II. GENERAL STATISTICS. v

Bengal for the official year 1911-1912.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total.	Total expenditure on Public Instruction.
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,41,758	3,15,183	15,56,941	7,93,974	1,26,045	8,85,539	2,99,797	20,17,588	56,79,884	1,72,02,434
12,41,758	3,15,183	15,56,941	7,93,974	1,26,045	8,85,539	2,99,797	20,17,588	56,79,884	1,72,02,434
14·26	3·71	17·97	1·27	2·40	14·50	3·81	7·50	47·45	100·0
3·79	2·09	5·88	...	...	6·85	3·78	6·30	22·81	100·0
2·55	1·60	4·15	...	...	1·76	·50	5·91	12·32	100·0
7·22	1·83	9·05	4·62	·74	5·15	1·75	11·73	33·04	100·0

GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSTY EDUCATION.						
Arts Colleges—						
English	7	2,018	1,892	1,789	2	92
Colleges for Professional Training—						
Law	4	727	733	699	1	12
Medicine	1	680	735	715	...	...
Engineering	1	319	285	258	...	...
Teaching	2	26	26	25	...	...
Total for Colleges ...	**15**	**3,770**	**3,671**	**3,486**	**3**	**104**
SCHOOL EDUCATION. (GENERAL).						
Secondary Schools—						
For Boys { High Schools ... English ...	39	12,413	11,063	9,373	2	621
For Boys { Middle Schools ... { English ...	7	1,049	928	788	50	5,319
For Boys { Middle Schools ... { Vernacular ...	17	1,331	1,251	980	88	5,790
Total for Secondary Schools for Boys ...	**63**	**14,793**	**13,242**	**11,141**	**140**	**11,730**
For Girls { High Schools ... English ...	1	170	149	117	...	...
For Girls { Middle Schools ... { English ...	1	119	120	113	...	...
For Girls { Middle Schools ... { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**2**	**289**	**269**	**230**	...	...
Total for Secondary Schools both for boys and Girls.	**65**	**15,082**	**13,511**	**11,371**	**140**	**11,730**
Primary Schools—						
For Boys { Upper Primary	196	8,604	8,473	6,182	41	4,152
For Boys { Lower Primary	2	30	26	23	71	6,343
Total for Primary Schools for Boys ...	**198**	**8,634**	**8,499**	**6,205**	**112**	**10,495**
For Girls { Upper Primary	33	1,888	1,808	1,377	1	68
For Girls { Lower Primary	53	2,221	2,086	1,480	1	27
Total for Primary Schools for Girls ...	**86**	**4,109**	**3,894**	**2,857**	**2**	**95**
Total for Primary Schools both for Boys and Girls.	**284**	**12,743**	**12,393**	**9,062**	**114**	**10,590**
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) For Masters	208	3,448	3,263	2,882	...	...
(*b*) For Mistresses	3	49	57	44	...	...
Schools of Art	1	280	282	231	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	553	615	563	...	...
Engineering or Surveying Schools ...	2	243	251	220	...	...
Industrial Schools	8	232	243	213	8	166
Commercial Schools	2	91	100	84	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... { Madrasas	2	695	710	482	...	...
Other Schools ... { Reformatory Schools ...	1	461	469	405	...	...
Other Schools ... { Miscellaneous Schools ...	8	520	441	328	...	...
Total ...	**238**	**6,572**	**6,431**	**5,452**	**8**	**166**
Total for Colleges and Schools of Public Instruction.	**602**	**38,167**	**36,006**	**29,371**	**265**	**22,590**

TABLE III.

for the official year 1911-1912.

INSTITUTIONS									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
91	80	...	...	...	...	8	2,477	2,432	2,033
12	10	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	13	13	10
103	90	...	...	...	...	9	2,490	2,445	2,043
556	450	2	550	527	459	197	42,793	39,059	31,548
4,963	3,930	19	1,780	1,770	1,395	555	48,147	46,941	38,107
5,395	4,377	3	208	185	134	196	12,704	12,400	9,911
10,914	8,757	24	2,538	2,482	1,988	948	1,03,644	98,400	79,566
...	...	...	...	...	...	16	2,391	2,211	1,926
...	...	...	...	...	...	29	3,570	3,438	3,076
...	...	...	...	...	...	26	2,742	2,583	2,115
...	...	...	...	...	...	71	8,703	8,232	7,117
10,914	8,757	24	2,538	2,482	1,988	1,019	1,12,347	1,06,632	86,683
4,100	3,178	31	1,562	1,511	979	2,990	1,53,942	1,46,763	1,18,470
6,025	4,733	102	3,481	3,217	1,997	24,484	7,53,553	7,04,680	5,76,852
10,125	7,911	133	5,043	4,728	2,976	27,474	9,07,495	8,51,443	6,95,322
68	42	...	...	...	...	188	11,327	10,573	8,217
30	17	8	150	146	113	2,359	55,609	52,692	41,188
98	59	8	150	146	113	2,547	66,936	63,265	49,405
10,223	7,970	141	5,193	4,874	3,089	30,021	9,74,431	9,14,708	7,44,727
...	...	...	...	...	...	4	78	74	69
...	...	...	...	...	...	12	142	132	118
...	...	...	...	...	...	2	301	352	292
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	21	19	10
151	122	...	...	...	...	50	1,601	1,629	1,379
...	...	...	...	...	...	3	252	68	46
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	21	1,654	1,505	1,173
...	...	...	...	...	...	...	...	...	...
...	...	17	257	247	171	3,431	95,217	89,304	73,233
151	122	17	257	247	171	3,524	99,266	93,083	76,320
21,391	16,939	182	7,988	7,603	5,248	34,573	11,88,534	11,16,868	9,09,773

GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management—concld. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of institutions.	Grand Total of scholars on 31st of March.
	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	15	5,129	4,912	4,126	32	9,716
Colleges for Prfessional Training—						
Law	4	407	459	310	9	1,146
Medicine	...	...	...	...	1	680
Engineering	...	...	...	...	1	319
Teaching	...	...	...	...	3	39
Total for Colleges ...	**19**	**5,536**	**5,371**	**4,436**	**46**	**11,900**
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys — High Schools ... English ...	158	46,471	42,690	34,575	398	1,02,848
For Boys — Middle Schools ... English ...	165	13,434	12,849	10,194	796	69,729
For Boys — Middle Schools ... Vernacular ...	54	4,119	4,034	3,266	358	24,152
Total for Secondary Schools for Boys ...	**377**	**64,024**	**59,573**	**48,035**	**1,552**	**1,96,729**
For Girls — High Schools ... English ...	2	110	81	71	19	2,671
For Girls — Middle Schools ... English ...	... 1	58	66	61	31	3,747
For Girls — Middle Schools ... Vernacular ...	1	42	41	34	27	2,784
Total for Secondary Schools for Girls ...	**4**	**210**	**188**	**166**	**77**	**9 202**
Total for Secondary Schools both for Boys and Girls	**381**	**64,234**	**59,761**	**48,201**	**1,629**	**2,05,931**
Primary Schools—						
For Boys — Upper Primary	142	7,136	6,587	5,447	3,400	1,75,396
For Boys — Lower Primary	8,283	1,86,051	1,68,119	1,43,643	32,942	9,49,458
Total for Primary Schools for Boys ...	**8,425**	**1,93,187**	**1,74,706**	**1,49,090**	**36,342**	**11,24854**
For Girls — Upper Primary	3	301	237	154	225	13,584
For Girls — Lower Primary	478	9,940	9,119	7,680	2,899	67 7
Total for Primary Schools for Girls ...	**481**	**10,241**	**9,356**	**7,834**	**3,124**	**81531**
Total for Primary Schools both for Boys and Girls.	**8,906**	**2,03,428**	**1,84,062**	**1,56,924**	**39,466**	**12,06,385**
SCHOOL EDUCATION. (Special.)						
Training Schools—						
(*a*) For Masters	...	...	...	...	212	3,526
(*b*) For Mistresses	...	...	...	...	15	191
Schools of Art	2	67	58	50	5	648
Law Schools	...	...	...	...	...	...
Medical Schools	4	1,295	1,266	1,122	7	1848
Engineering or Surveying Schools ...	...	...	...	...	3	264
Industrial Schools	9	247	236	202	75	2,246
Commercial Schools	7	367	320	271	12	710
Agricultural Schools	...	...	...	...	...	...
Other Schools ... — Madrasas	17	1,328	1,175	987	40	3,677
Other Schools ... — Reformatory Schools ...	...	...	...	...	1	461
Other Schools ... — Miscellaneous Schools ...	989	21,136	19,242	16,722	4,445	1,17,130
Total ...	**1,028**	**24,440**	**22,297**	**19,354**	**4,815**	**1,30,701**
Total for Colleges and Schools of Public Instruction.	**10,334**	**2,97,638**	**2,71,491**	**2,28,915**	**45,956**	**15,54,917**

TABLE III.

for the official year 1911-1912.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls schools.
English.			A classical language.			A vernacular language.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
9,635	81	9,716	7,365	31	7,396	9,008	58	9,066	2	...
1,146	...	1,146	...	...	...	...	...	...	...	...
656	24	680	...	...	...	...	...	...	24	...
276	...	276	...	...	...	43	...	43	...	...
39	...	39	...	...	...	...	...	...	...	...
11,752	**105**	**11,857**	**7,365**	**31**	**7,396**	**9,051**	**58**	**9,109**	**26**	**...**
97,016	4	97,020	49,670	...	49,670	1,02,403	27	1,02,430	27	...
36,610	517	37,127	1,008	102	1,110	67,332	362	67,694	770	...
1,237	1	1,238	...	...	...	23,996	156	24,152	156	...
1,34,863	**522**	**1,35,385**	**50,678**	**102**	**50,780**	**1,93,731**	**545**	**1,94,276**	**953**	**...**
224	2,191	2,415	13	815	828	134	1,494	1,628	...	275
505	2,519	3,024	8	350	358	78	1,121	1,199	...	553
16	316	332	...	78	78	78	2,706	2,784	...	78
745	**5,026**	**5,771**	**21**	**1,243**	**1,264**	**290**	**5,321**	**5,611**	**..**	**906**
1,35,608	**5,548**	**1,41,156**	**50,699**	**1,345**	**52,044**	**1,94,021**	**5,866**	**1,99,887**	**953**	**906**
162	97	259	934	15	949	1,68,418	6,792	1,75,210	6,880	...
122	16	138	36	8	44	8,77,220	72,100	9,49,320	72,116	...
284	**113**	**397**	**970**	**23**	**993**	**10,45,638**	**78,892**	**11,24,530**	**78,996**	**...**
175	217	392	...	...	...	382	12,825	13,207	...	551
36	40	76	...	25	25	1,325	66,549	67,874	...	1,360
211	**257**	**468**	**...**	**25**	**25**	**1,707**	**79,374**	**81,081**	**...**	**1,911**
495	**370**	**865**	**970**	**48**	**1,018**	**10,47,345**	**1,58,266**	**12,05.611**	**78,996**	**1,911**
392	...	392	501	...	501	3,526	...	3,526	...	...
...	40	40	...	1	1	...	171	171	...	...
277	3	280	...	...	...	368	...	368	3	...
...	...	...	...	...	...	...	...	...	...	...
1,402	22	1,424	...	...	...	636	3	639	25	...
243	...	243	...	...	...	105	...	105	...	...
723	51	774	...	...	...	1,207	681	1,888	29	...
478	232	710	...	...	...	25	...	25	5	15
...	...	...	...	...	...	...	...	...	...	...
622	2	624	3,005	11	3,016	1,926	9	1,935	11	...
12	...	12	...	...	...	461	...	461	...	...
750	33	783	59,039	12.815	71,854	85,991	19,499	1,05,490	9,425	576
4,899	**383**	**5,282**	**62,545**	**12,827**	**75,372**	**94,245**	**20.363**	**1,14,608**	**9,498**	**591**
1,52,754	**6,406**	**1,59,160**	**1,21,579**	**14,251**	**1,35,830**	**13,44,662**	**1,84,553**	**15,29,215**	**89,473**	**3,408**

	Grand Total of institutions.	Grand Total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
			English.			A classical language.			A vernacular language.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advances, Teaching—*													
(*a*) Arabic or Persian	448	6,309	...	...	...	5,252	217	5,469	2,577	78	2,655	230	...
(*b*) Sanskrit	392	3,911	...	...	...	3,911	...	3,911	217	...	217	...	...
(*c*) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	2,261	26,079	...	...	...	73	...	73	24,997	1,082	26,079	1,082	...
„ Girls	5	84	...	...	...	...	...	...	...	84	84	...	...
3. *Elementary, teaching the Koran.* For Boys	318	4,575	...	...	...	3,973	377	4,350	548	13	561	330	...
„ Girls	24	377	...	...	...	6	322	328	...	58	58	...	6
4. *Other Schools not conforming to Departmental Standards.* For Boys	381	11,241	3,937	13	3,950	1,572	4	1,576	10,364	180	10,544	180	...
„ Girls	30	1,867	7	304	311	...	346	346	64	1,787	1,851	...	64
Total ...	3,859	54,443	3,944	317	4,261	14,787	1,266	16,053	38,767	3,282	42,049	1,872	70
Grand Total for 1911-1912 ...	**49,815**	**16,09,360**	**1,56,698**	**6,723**	**1,63,421**	**1,36,366**	**15,517**	**1,51,883**	**13,83,429**	**1,87,835**	**15,71,264**	**91,345**	**3,478**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912 in Bengal, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.*	Hindus. Brahmans.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.*	Total.
UNIVERSITY EDUCATION.											
Arts Colleges—											
English ...	Male	16	110	2,927	3,695	2172	701	12	2	...	9,635
	Female	9	30	9	24	5	1	...	...	3	81
Colleges for Professional Training—											
Law ...	Male	1	2	358	602	114	69	...	...	...	1,146
	Female	...	...	...	...	...	...	...	...	...	...
Medicine ...	Male	104	4	209	202	122	13	1	1	...	656
	Female	19	3	...	...	2	...	...	...	...	24
Engineering ...	Male	27	1	100	110	73	5	...	...	3	319
	Female	...	...	...	...	...	...	...	...	...	...
Teaching ...	Male	...	...	12	21	3	3	...	...	...	39
	Female	...	...	...	...	...	...	...	...	...	...
Total ...		176	150	3,615	4,654	2,491	792	13	3	6	11,900
SCHOOL EDUCATION. (General)											
Secondary Schools—											
For Boys—											
High Schools ...	Male	1,226	1,692	27,009	29,619	30,726	11,938	103	12	496	1,02,821
	Female	...	1	11	6	9	...	...	...	...	27
Middle Schools—											
English ...	Male	2,202	1,684	14,600	11,498	29,730	8,388	29	11	817	68,959
	Female	420	37	45	65	95	23	1	6	78	770
Vernacular ...	Male	...	559	4,478	4,343	10,920	3,185	...	...	511	23,996
	Female	...	40	43	11	58	3	...	...	1	156
For Girls—											
High Schools ...	Male	129	22	65	28	19	2	1	2	7	275
	Female	858	681	256	316	256	6	2	3	18	2,396
Middle Schools—											
English ...	Male	450	24	27	30	4	3	...	12	3	553
	Female	2,059	801	82	94	108	4	...	36	10	3,194
Vernacular ...	Male	...	11	6	47	14	...	...	...	...	78
	Female	...	827	438	786	618	32	...	...	5	2,706
Total ...		7,344	6,379	47,060	46,843	72,557	23,584	136	82	1,946	2,05,931
Primary Schools—											
For Boys ...	Male	222	10,072	1,08,319	1,41,449	6,03,359	1,33,619	703	4	48,111	10,45,858
	Female	108	1,440	13,148	14,366	44,362	3,916	64	...	1,592	78,996
For Girls ...	Male	200	301	282	312	648	119	15	2	32	1,911
	Female	245	3,745	16,444	15,349	36,631	6,274	7	1	924	79,620
Total ...		775	15,558	1,38,193	1,71,476	6,85,000	1,43,928	789	7	50,659	12,06,385
SCHOOL EDUCATION. (Special.)											
Training Schools	Male	...	138	732	743	1,185	620	...	...	108	3,526
	Female	20	139	8	8	6	10	...	...	...	191
Schools of Art ...	Male	1	5	163	281	176	17	2	...	...	645
	Female	3	...	...	...	...	...	...	...	...	3
Law Schools ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...

* Include Aboriginal Christians.

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912 in Bengal, classified according to Sex, Race, or Creed (concluded).

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Babhans Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.*	Total.
SCHOOL EDUCATION. (SPECIAL)—*concld.*											
Medical Schools	Male	...	42	504	534	512	226	2	3	...	1,823
	Female	...	21	...	1	2	1	...	...	...	25
Engineering or Surveying Schools.	Male	...	1	64	150	25	24	...	...	...	264
	Female	...	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male	201	263	94	179	376	362	20	...	58	1,553
	Female	16	458	8	31	90	20	57	...	13	693
Commercial Schools.	Male	27	6	185	147	96	15	2	...	...	478
	Female	199	27	...	...	...	...	...	1	5	232
Agricultural Schools.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasas	Male	...	...	5	14	39	3,608	...	...	...	3,666
	Female	...	...	...	...	...	11	...	...	...	11
Reformatory Schools.	Male	...	8	18	23	261	149	...	...	2	461
	Female	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male	...	170	10,544	2,129	6,931	76,454	10	...	34	96,272
	Female	...	102	118	64	290	20,283	...	...	1	20,858
Total ...		467	1,380	12,443	4,304	9,989	1,01,800	93	4	221	1,30,701
Total for Colleges and Schools of Public Instruction.		8,762	23,467	2,01,311	2,27,277	7,70,037	2,70,104	1,031	96	52,832	15,54,917
PRIVATE INSTITUTIONS.											
1. *Advanced, teaching*— (a) Arabic or Persian.	Male	...	...	23	474	336	5,233	...	...	...	6,066
	Female	...	...	...	...	...	243	...	...	...	243
(b) Sanskrit	Male	...	...	3,788	95	28	...	...	...	...	3,911
	Female	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*— For Boys ...	Male	...	55	1,909	6,493	14,203	1,514	25	...	798	24,997
	Female	...	10	128	271	639	27	3	...	4	1,082
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	11	16	14	...	...	43	84
3. *Elementary, teaching the Koran only*— For Boys ...	Male	...	...	6	30	40	4,119	...	...	...	4,195
	Female	...	...	...	...	...	380	...	...	...	380
For Girls ...	Male	...	...	...	...	...	6	...	...	...	6
	Female	...	...	...	...	...	371	...	...	...	371
4. *Other Schools not conforming to Departmental Standards*— For Boys ...	Male	...	152	1,912	2,078	4,737	1,862	35	...	285	11,061
	Female	...	18	27	20	81	34	...	...	...	180
For Girls ...	Male	...	...	8	2	53	...	1	...	...	64
	Female	...	112	454	493	679	37	13	2	13	1,803
Total for Private Institutions		...	347	8,255	9,967	20,812	13,840	77	2	1,143	54,443
Grand Total for 1911-1112		8,762	23,814	2,09,566	2,37,244	7,90,849	2,83,944	1,108	98	53,975	16,09,360

* Include Aboriginal Christians.

GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges—									
English	3,54,161	...	...	1,91,560	1,300	2,534	5,49,555	2,871	1,200
Colleges for Professional Training—									
Law	39,725	...	...	45,961	...	...	85,686	...	...
Medicine	2,33,844	...	...	59,385	...	...	2,93,229	...	...
Engineering	2,04,932	...	...	15,994	...	12,378	2,33,304	...	...
Teaching	42,752	...	...	...	...	...	42,752	...	...
Total for Colleges ...	8,75,414	...	...	3,12,900	1,300	14,912	12,04,526	2,871	1,200
SCHOOL EDUCATION. (GENERAL.)									
Secondary Schools—									
For Boys: High Schools ... English ...	2,17,898	...	...	2,51,706	3,292	4,278	4,77,174	4,037	250
For Boys: Middle do. English ...	20,901	...	...	33,256	55	50	54,262	20	16,713
For Boys: Middle do. Vernacular ...	7,171	...	220	3,279	276	...	10,946	...	30,690
Total for Secondary Schools for Boys ...	2,45,970	...	220	2,88,241	3,623	4,328	5,42,382	4,057	47,653
For Girls: High Schools ... English ...	16,833	...	...	3,872	...	...	20,705	...	...
For Girls: Middle do. English ...	7,783	...	...	21,951	...	...	29,734	...	...
For Girls: Middle do. Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	24,616	...	...	25,823	...	...	50,439	...	...
Total for Secondary Schools both for Boys and Girls.	2,70,586	...	220	3,14,064	3,623	4,328	5,92,821	4,057	47,653
Primary Schools—									
For Boys: Upper Primary	85,396	78	...	4,665	23	66	90,228	...	9,651
For Boys: Lower Primary	184	24	...	...	...	...	208	...	10,410
Total for Primary Schools for Boys ...	85,580	102	...	4,665	23	66	90,436	...	20,061
For Girls: Upper Primary	16,834	131	155	120	319	31	17,590	...	...
For Girls: Lower Primary	18,194	48	60	45	62	85	18,494	...	...
Total for Primary Schools for Girls ...	35,028	179	215	165	381	116	36,084	...	...
Total for Primary Schools both for Boys and Girls.	1,20,608	281	215	4,830	404	182	1,26,520	...	20,061
SCHOOL EDUCATION. (SPECIAL.)									
Training Schools for—									
(a) Masters	3,39,628	1,002	...	13,535	69	261	3,54,495	...	...
(b) Mistresses	19,796	...	...	...	...	6,106	25,902	...	...
Schools of Art	40,225	...	...	4,087	...	...	44,312	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	86,089	...	...	18,018	...	960	1,05,067	...	...
Engineering and Surveying Schools ...	39,027	...	...	5,654	...	...	44,681	...	...
Technical and Industrial Schools ...	43,376	488	...	2,745	350	1,978	48,937	1,760	8,045
Commercial Schools	16,677	...	...	4,652	...	...	21,329	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools: Reformatory Schools ...	1,14,940	...	...	...	...	...	1,14,940	...	...
Other Schools: Madrasas	52,027	...	...	4,455	...	...	56,482	...	...
Other Schools: Miscellaneous Schools ...	8,199	...	...	201	...	477	8,877	...	...
Total ...	7,59,984	1,490	...	53,347	419	9,782	8,25,022	1,760	8,045
Total of Direct Expenditure ...	20,26,592	1,771	435	6,85,141	5,746	29,204	27,48,889	8,688	76,959

TABLE IV.

in Bengal for the official year 191 -1912.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	2,877	75	4,325	12,298	...	...	...	...	...	...	...	55,050	...	...
...	821	...	...	821	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,600	...	...
950	3,698	75	4,325	13,119	...	...	...	...	...	...	...	57,650	...	...
928	12,234	...	2,029	19,478	10,989	...	...	1,437	...	...	12,426	1,59,357	1,925	10,827
1,433	23,867	4,285	56	46,374	19,709	...	...	789	36	...	20,534	1,05,872	88,860	15,182
637	14,864	1,586	141	47,918	1,183	...	...	59	...	...	1,242	16,180	19,052	318
2,998	50,965	5,871	2 226	1,13,770	31,881	...	...	2.285	36	...	34,202	2,81,409	1,09,837	26,327
...	...	...	...	...	...	...	...	...	...	...	...	83,847	...	1,575
...	...	...	...	...	...	...	...	...	...	...	...	64,665	180	6,505
...	...	...	...	...	...	...	...	...	...	...	...	13,810	216	4,682
...	...	...	...	...	...	...	...	...	...	...	...	1,62,322	396	12,762
2,998	50,965	5,871	2,226	1,13,770	31,881	...	...	2,285	36	...	34,202	4,43.731	1,10,233	39,089
1,251	1,183	142	...	12,227	4,353	...	...	160	...	126	4,639	40,975	1,54,090	19,714
1,067	946	103	...	12,526	5,960	...	...	426	242	...	6,628	1,03,763	4,09,410	41,648
2,318	2,129	245	...	24,753	10,313	...	...	586	242	126	11,267	1.44,738	5,63,500	61,362
519	134	200	172	1,025	...	...	...	...	...	...	...	37,152	4,276	4,398
275	...	...	...	275	456	...	...	...	...	...	456	50,243	60,932	11,412
794	134	200	172	1,300	456	...	...	...	...	...	456	87,395	65,208	15,810
3,112	2,263	445	172	26,053	10 769	...	...	586	242	126	11,723	2.32,133	6,28,708	77,172
...	...	...	...	...	...	...	...	...	...	...	...	8,454	...	...
...	...	...	...	...	...	...	...	...	...	...	...	16,580	...	390
...	...	...	...	...	...	...	...	...	...	...	...	...	...	340
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	420	...	...
300	1,948	204	2,019	14,276	...	...	...	...	...	...	...	22,304	2,393	2,796
...	...	...	...	...	...	...	...	...	...	...	...	3,210	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	7,458	803	231
...	...	...	...	...	2,175	...	...	40	...	44	2,259	55,490	76,299	21,331
300	1,948	204	2,019	14,276	2,175	...	...	40	...	44	2,259	1,13,916	79,495	25,088
7,360	58,874	6,595	8,742	1,67,218	44,825	...	...	2,911	278	170	48,184	8,47,430	8,18,436	1,41,349

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC — UNDER PRIVATE — Aided by Government or by District or Municipal Boards—*concld.*				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	1,36,826	60,223	57,126	3,09,225	2,72,679	22,269
Colleges for Professional Training—						
Law	...	...	...	...	23,883	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	...	...	...	2,600	...	...
Total for Colleges ...	1,36,826	60,223	57,126	3,11,825	2,96,562	22,269
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys: High Schools ... English ...	6,72,021	1,02,807	60,073	10,07,010	8,19,196	81,075
For Boys: Middle do. English ...	3,36,103	1,61,907	68,473	7,76,397	52,012	41,598
For Boys: Middle do. Vernacular...	41,470	23,225	3,637	1,03,882	12,195	8,460
Total for Secondary Schools for Boys ...	10,49,594	2,87,939	1,32,183	18,87,289	8,83,403	1,31,133
For Girls: High Schools ... English ...	1,34,368	37,121	39,628	2,96,539	...	...
For Girls: Middle do. English ...	75,934	30,400	47,792	2,25,476	3,612	300
For Girls: Middle do. Vernacular...	3,276	24,824	2,869	49,677	565	...
Total for Secondary Schools for Girls ...	2,13,578	92,345	90,289	5,71,692	4,177	300
Total for Secondary Schools both for Boys and Girls.	12,63,172	3,80,284	2,22,472	24,58,981	8,87,580	1,31,433
Primary Schools—						
For Boys: Upper Primary	2,75,827	51,329	35,712	5,77,647	9,321	7,500
For Boys: Lower Primary	10,76,140	1,05,269	1,68,147	19,04,377	3,08,579	23,315
Total for Primary Schools for Boys ...	13,51,967	1,56,598	2,03,859	24,82,024	3,17,900	30,815
For Girls: Upper Primary	12,116	29,133	41,342	1,28,417	25	2,840
For Girls: Lower Primary	9,467	39,879	41,498	2,13,431	1,469	8,306
Total for Primary Schools for Girls ...	21,583	69,012	82,840	3,41,848	1,494	11,146
Total for Primary Schools both for Boys and Girls.	13,73,550	2,25,610	2,86,699	28,23,872	3,19,394	41,961
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) Masters	...	7,241	6,320	22,015	...	...
(*b*) Mistresses	2,962	18,068	1,783	39,783	...	...
Schools of Art	23,294	7,500	8,050	39,184	264	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	48,672	240
Engineering and Surveying Schools ...	...	...	...	420	...	...
Technical and Industrial Schools ...	12,066	21,972	40,501	1,02,032	541	13,658
Commercial Schools	2,426	2,281	126	8,043	13,532	...
Agricultural Schools	...	...	...	...	...	...
Other Schools: Reformatory Schools ...	...	...	...	...	...	...
Other Schools: Madrasas	3,072	5,895	1,537	18,996	1,148	4,591
Other Schools: Miscellaneous Schools ...	1,24,256	66,363	74,523	4,18,262	49,801	56,549
Total ...	1,63,076	1,29,320	1,32,840	6,48,735	1,13,958	75,038
Total of Direct Expenditure ...	29,41,624	7,95,437	6,99,137	62,43,413	16,17,494	2,70,701

* Includes Rs. 1,500

TABLE IV.

in Bengal for the official year 1911-1912.

INSTITUTIONS.									
MANAGEMENT.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources. Private.	All other sources. Public. Native States Revenues.	All other sources. Public. Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
98,898*	3,93,846	4,12,082	2,700	950	6,03,942	2,45,250	...	...	12,64,924
...	23,883	39,725	...	...	70,665	...	...	...	1,10,390
...	...	2,33,844	...	...	59,385	...	...	...	2,93,229
...	...	2,04,932	...	...	15,994	12,378	...	...	2,33,304
...	...	45,352	...	...	...	...	...	...	45,352
98,898	4,17,729	9,35,935	2,700	950	7,49,986	2,57,628	...	...	19,47,199
1,27,859	10,28,130	3,81,292	2,175	11,755	17,56.594	3,81,413	10,989	...	25,44,218
19,024	1,12,634	1,26,793	1,05,573	16,615	4,46,027	2,95,352	19,841	...	10,10,201
4,508	25,163	23,351	49,742	1,175	71,867	41,833	1,183	...	1,89,151
1,51,391	11,65 927	5,31,436	1,57,490	29,545	22,74,488	7,18,598	32,013	...	37,43,570
...	...	1,00,680	...	1,575	1,38,240	76,749	...	...	3,17,244
1,300	5,212	72,448	180	6,505	1,01,497	79,792	...	...	2,60,422
1,598	2,163	13,810	216	4,682	3,841	29,111	180	...	51,840
2,898	7,375	1,86,938	396	12,762	2,43,578	1,85,652	180	...	6 29,506
1,54,289	11,73,302	7,18,374	1,57,886	42,307	25,18,066	9,04,250	32,193	...	43,73,076
4,037	20,858	1,26,371	1,63,819	20,965	2,91,156	89,168	14,120	...	7,05,599
45,711	3,77,605	1,03,947	4,19.844	42,715	13,86,091	3,26,164	22,583	...	23,01,344
49,748	3,98,463	2 30,318	5,83,663	63,680	16,77,247	4,15 332	36 703	...	30,06,943
...	2,865	53,986	4,407	5,072	12,395	72,355	1,682	...	1,49,897
2,939	12,714	68,437	60,980	11,747	10,981	87,356	5,869	...	2,45,370
2.939	15,579	1,22,423	65,387	16,819	23,376	1,59,711	7,551	...	3,95,267
52,687	4,14,042	3,52,741	6,49,050	80,499	17,00 623	5,75,043	44,254	...	34,02,210
...	...	3,48,082	1,002	...	13,535	13,891	...	...	3,76,510
...	...	36,376	...	390	2,962	25,957	...	...	65,685
1,728	1,992	40,225	...	340	27,645	17,278	...	...	85,488
...	...	...	...	...	...	...	...	...	...
...	48,912	86,089	...	...	66,690	1,200	...	...	1,53,979
...	...	39,447	...	...	5,654	...	...	...	45,101
2,432	16,631	67,440	10,926	3,096	17 300	83,114	...	...	1,81,876
732	14,264	19,887	...	...	20,610	3,139	...	...	43,636
...	...	...	...	...	...	...	...	...	...
...	...	1,14,940	...	...	...	...	...	...	1,14,940
10,611	16,350	59,485	803	231	86.75	22,634	...	...	91,828
1,05,274	2,11,624	63,689	76,299	21,331	1,74,298	3,00,966	4,439	...	6,41,022
1,20,777	3,09,773	8,75,660	89,030	25,388	3,37,369	4,68,179	4,439	...	18,00,065
4,26,651	23,14,846	28,82,710	8,98,666	1,49,144	53,06,044	22,05,100	80,886	...	1,15,22,550

from District Funds.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE	PUBLIC								
								UNDER PUBLIC	
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	6,61,427	17	54	...	500	10,200	6,72,198	...	16,797
Furniture and Apparatus (special grants only).	59,225	...	50	9,820	...	899	69,994	...	2,580
Total ...	7,20,652	17	104	9,820	500	11,099	7,42,192	...	19,377
University	...	...	...	...	...	...		...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges... ...	...	...	...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs	...	...	...	...	...	...	...	...	...
Payments to other private schools. ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ..	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	7,20,652	17	104	9.820	500	11,099	7,42,192	...	19,377
Total Expenditure on Public Instruction in 1911-1912.	27,47,244	1,788	539	6,94,961	6,246	40,303	34,91,081	8,688	96,336

TABLE IV.

in Bengal for the official year 1911-1912.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds, raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	Rs.
1,796	238	253	1,995	21,079	915	...	...	...	100	...	1,015	1,09,089	26,131	2,277
405	27	20	100	3,132	1,663	...	...	...	...	45	1,708	1,07,300	20,886	2,263
2,201	265	273	2,095	24,211	2,578	...	...	...	100	45	2,723	2,16,389	47,017	4,540
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,201	265	273	2,095	24,211	2,578	...	..	...	100	45	2,723	2,16,389	47,017	4,540
9,561	59,139	6,868	10,837	1,91,429	47,403	...	...	2,911	378	215	50,907	10,63,819	8,65,453	1,45,889

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—*concld.*				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	23,216	23,956	1,17,128	3,01,797	4,826	21,024
Furniture and Apparatus (special grants only).	22,708	8,321	20,779	1,82,257	6,080	7,433
Total ...	45,924	32,277	1,37,907	4,84,054	10,906	28,457
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges... ...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges... ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols.	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	45,924	32,277	1,37,907	4,84,054	10,906	28,457
Total Expenditure on Public Instruction in 1911-1912.	29,87,548	8,27,714	8,37,044	67,27,467	16,28,400	2,99,158

TABLE IV.

in Bengal for the official year 1911-1912.

INSTITUTIONS.									
MANAGEMENT.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,19,819	2,45,669	(a)7,79,516	(b) 44,152	(c) 4,347	28,280	3,83,230	(f) 2,233	...	12,41,758
44,579	58,092	(d)2,02,625	(e) 24,396	2,718	38,635	44,057	2,752	...	3,15,183
2,64,398	3,03,761	9,82,141	68,548	7,065	66,915	4,27,287	4,985	...	15,56,941
...	...	68,500	...	...	4,42,812	2,82,662	...	...	7,93,974
...	...	1,26,045	...	...	...	...	...	...	1,26,045
...	...	7,92,491	79,677	2,996	...	989	9,386	...	8,85,539
...	...	91,779	120	...	2,828	22,975	...	...	1,17,702
...	...	8,557	209	...	...	6,417	...	...	15,183
...	...	29,747	1,983	111	...	4,318	...	...	36,159
...	...	51,391	17,557	164	...	1,273	4,086	...	74,471
...	...	5,754	16,178	...	...	184	1,181	...	23,297
...	...	6,333	1,155	..	...	577	...	...	8,065
...	...	11,486	5,251	299	...	1,126	...	...	18,162
...	...	3,237	1,449	282	...	1,494	296	...	6,758
...	...	11,95,320	1,23,579	3,852	4,45,640	3,22,015	14,949	...	21,05,355
...	...	2,83,409	722	2,754	8,99,321	3,84,416	1,616	...	15,72,238
...	...	7,133	14,478	926	861	365	109	...	23,872
...	...	11,150	259	...	10.454	3,296	152	...	25,311
...	...	1,647	60	84	...	...	...	...	1,791
...	...	528	272	150	...	...	...	...	950
...	...	2,135	240	...	...	...	...	...	2,375
...	...	1,09,582	57,403	6,131	59,276	1,53,646	5,013	...	3,91,051
...	...	4,15,584	73,434	10,045	9,69,912	5,41,723	6,890	...	20,17,588
2,64,398	3,03,761	25,93,045	2,65,561	20,962	14,82,467	12,91,025	26,824	...	56,79,884
6,91,049	26,18,607	54,75,755	11,64,227 (g)	1,70,106	67,88,511	34,96,125	1,07,710	...	1,72,02,434

(a) Includes Rs. 9,000 from Provincial Revenue given to unaided schools.
(b) Includes Rs. 1,207 from District Fund given to unaided schools.
(c) Includes Rs. 220 from Municipal Fund given to unaided schools.
(d) Includes Rs. 36,100 from Provincial Revenue given to unaided schools.
(e) Includes Rs. 930 from District Fund given to unaided schools.
(f) Includes Rs. 1,090 from Native States Revenue given to unaided schools.
(g) Includes Rs. 5,89,000 made over to District Funds from Provincial Revenues.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and

Class of School.		Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination, or an Examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary (Middle) Stage. 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.									
For Boys.									
Government	English ...	46	13,462	7,052	...	7,052	3,225	...	3,225
	Vernacular ...	17	1,331	...	...	...	258	...	258
District Fund	English ...	46	4,499	...	...	...	1,009	...	1,009
	Vernacular ...	87	5,690	...	...	...	861	1	862
Municipal ...	English ...	6	1,441	334	...	334	389	...	389
	Vernacular ...	1	100	...	...	...	36	...	36
Native States	English ...	21	2,330	221	...	221	388	...	388
	Vernacular ...	3	208	...	...	...	36	...	36
Aided ...	English ...	752	90,940	16,894	...	16,894	20,752	90	20,842
	Vernacular ..	196	12,704	...	...	...	1,720	...	1,720
Unaided ...	English ...	323	59,905	18,200	...	18,200	14,699	...	14,699
	Vernacular ...	54	4,119	...	...	...	548	...	548
Total ...		1,552	1,96,729	42,701	...	42,701	43,921	91	44,012
For Girls.									
Government	English ...	2	289	...	36	36	...	99	99
	Vernacular ...	...	...	...	...	...	...	...	...
District Fund	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Municipal ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Native States	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Aided ...	English ...	45	5,961	...	289	289	21	890	911
	Vernacular ...	26	2,742	...	1	1	5	127	132
Unaided ...	English ...	3	168	...	35	35	...	58	58
	Vernacular ...	1	42	...	...	...	...	4	4
Total ...		77	9,202	...	361	361	26	1,178	1,204
Total for Secondary Schools both for Boys and Girls.		1,629	2,05,931	42,701	361	43,062	43,947	1,269	45,216
PRIMARY SCHOOLS.									
For Boys.									
Government		198	8,634	...	...	...	...	...	...
District Fund		102	9,855	...	...	...	...	...	...
Municipal		10	640	...	...	...	...	...	...
Native States		133	5,043	...	...	...	...	...	...
Aided		27,474	9,07,495	...	...	...	27	...	27
Unaided		8,425	1,93,187	...	...	...	...	...	...
Total ...		36,342	11,24,854	...	...	...	27	...	27
PRIMARY SCHOOLS.									
For Girls.									
Government		86	4,109	...	...	...	...	...	...
District Fund		...	...	...	...	...	...	...	...
Municipal		2	95	...	...	...	...	...	...
Native States		8	150	...	...	...	...	...	...
Aided		2,547	66,936	...	...	...	...	8	8
Unaided		481	10,241	...	...	...	...	...	...
Total ...		3,124	81,531	...	...	...	...	8	8
Total for Primary Schools both for Boys and Girls.		39,466	12,06,385	...	...	...	27	8	35
Grand Total ...		41,095	14,12,316	42,701	361	43,062	43,974	1,277	45,251

TABLE V.

Primary Education in Bengal at the end of the official year 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,534	...	2,534	602	...	602	49	...	49	13,462	...	13,462
339	2	341	555	...	555	177	...	177	1,329	2	1,331
1,660	...	1,660	1,610	2	1,612	217	1	218	4,496	3	4,499
1,362	...	1,362	2,722	2	2,724	741	1	742	5,686	4	5,690
501	...	501	184	...	184	33	...	33	1,441	...	1,441
21	...	21	43	...	43	...	...	...	100	...	100
727	...	727	829	3	832	161	1	162	2,326	4	2,330
57	1	58	83	...	83	31	...	31	207	1	208
25,518	125	25,643	23,910	413	24,323	3,176	62	3,238	90,250	690	90,940
2,919	...	2,919	6,283	60	6,343	1,656	66	1,722	12,578	126	12,704
14,103	6	14,109	11,417	59	11,476	1,386	35	1,421	59,805	100	59,905
1014	1	1,015	1,969	13	1,982	565	9	574	4,096	23	4,119
50,755	**135**	**50,890**	**50,207**	**552**	**50,759**	**8,192**	**175**	**8,367**	**1,95,776**	**953**	**1,96,729**
...	72	72	...	82	82	...	...	...	...	289	289
...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
44	1,117	1,161	696	2,532	3,228	53	319	372	814	5,147	5,961
4	325	329	48	1,402	1,450	21	809	830	78	2,664	2,742
...	50	50	14	11	25	...	...	...	14	154	168
...	8	8	...	19	19	...	11	11	...	42	42
48	**1,572**	**1,620**	**758**	**4,046**	**4,804**	**74**	**1.139**	**1,213**	**906**	**8,296**	**9,202**
50,803	**1,707**	**52,510**	**50,965**	**4,598**	**55,563**	**8,266**	**1,314**	**9,580**	**1,96,682**	**9,249**	**2,05,931**
2,100	6	2,106	5,064	7	5,071	1,447	10	1,457	8,611	23	8,634
364	10	374	4,739	491	5,230	3,414	837	4,251	8,517	1,338	9,855
36	...	36	440	4	444	158	2	160	634	6	640
253	4	257	1,960	57	2,017	2,448	321	2,769	4,661	382	5,043
25,400	126	25,526	5,38,062	26,379	5,64,441	2,78,448	39,053	3,17,501	8,41,937	65,558	9,07,495
1,053	6	1,059	99,577	3,426	1,03,003	80,868	8,257	89,125	1,81,498	11,689	1,93,187
29,206	**152**	**29,358**	**6,49,842**	**30,364**	**6,80,206**	**3,66,783**	**48,480**	**4,15,263**	**10,45,858**	**78,996**	**11,24,854**
...	180	180	7	2,327	2,334	17	1,578	1,595	24	4,085	4,109
...	...	...	...	...	...	...	...	...	...	...	...
...	5	5	...	71	71	...	19	19	...	95	95
...	...	...	6	70	76	3	71	74	9	141	150
32	959	991	1,008	37,674	38,682	537	26,718	27,255	1,577	65,359	66,936
...	20	20	147	4,856	5,003	154	5,064	5,218	301	9,940	10,241
32	**1,164**	**1,196**	**1,168**	**44,998**	**46,166**	**711**	**33,450**	**34,161**	**1,911**	**79,620**	**81,531**
29,238	**1,316**	**30,554**	**6,51,010**	**75,362**	**7,26,372**	**3,67,494**	**81,930**	**4,49,424**	**10,47,769**	**1.58,616**	**12,06,385**
80,041	**3,023**	**83,064**	**7,01,975**	**79,960**	**7,81,935**	**3,75,760**	**83,244**	**4,59,004**	**12,44,451**	**1,67,865**	**14,12,316**

GENERAL

Return showing the Results of the Prescribed Examinations in

Name of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1		2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.										
1. Master of Arts		1	1	...	2	83	20	...	158	261
2. Master of Science		1	1	...	2	24	5	...	27	56
3. Bachelor of Arts		7	4	9	20	202	210	507	64	983
4. Bachelor of Science		3	2	4	9	114	50	70	6	240
5. Intermediate Examination in Arts		9	7	15	31	408	656	1,637	67	2,768
6. Intermediate Examination in Science		5	5	7	17	164	192	569	7	932
II.—COLLEGES FOR PROFESSIONAL TRAINING.										
(*a*) Law—										
1. Master of Law		...	...	...	...	...	...	...	...	...
2. Bachelor of Law		4	...	2	6	194	...	203	82	479
(*b*) Medicine—										
1. Preliminary Scientific L. M. S.	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
2. First L. M. S.	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and first L.M.S.	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examinations.	Boys ...	1	...	...	1	82	...	...	...	82
	Girls ...	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M. B.	Boys ...	1	...	...	1	152	...	...	...	152
	Girls ...	...	...	...	...	7	...	...	...	7
6. First M. B. ...	Boys ...	1	...	...	1	157	...	...	...	157
	Girls ...	...	...	...	...	3	...	...	...	3
7. Combined Preliminary Scientific and first M. B.	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
8. Second M. B. ...	Boys ...	1	...	...	1	11	...	...	...	11
	Girls ...	...	...	...	...	...	...	...	...	...
9. Honours in Medicine	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...
(*c*) Engineering—										
1. B. E.		1	...	...	1	19	...	...	...	19
2. Intermediate Examination in Engineering.		1	...	...	1	31	...	...	...	31
(*d*) Teaching—										
1. B. T. Examination		1	...	...	1	21	...	...	3*	24
2. L. T. Examination		1	1	...	2	5	11	...	...	16
III.—SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation	Boys ...	43	189	144	376	1,002	1,833	2,321	126	5,282
	Girls ...	1	6	1	8	3	19	5	3	30
2. B Class Examination ...		5	...	...	5	25	...	...	...	25
3. C ditto ...		1	...	...	1	2	...	...	...	2
4. Cambridge Senior Examination.	Boys ...	...	3	3	6	...	43	25	3	71
	Girls ...	...	6	...	6	...	35	...	9	44
5. Cambridge Junior Examination.	Boys ...	1	6	3	10	7	95	26	1	129
	Girls ...	1	9	...	10	9	38	...	...	47
6. Elementary Certificate Examination.	Boys ...	...	9	...	9	...	96	...	...	96
	Girls ...	...	11	...	11	...	58	...	...	58
7. Middle School Examination.	Boys ...	217	892	299	1,408	2,337	7,798	4,001	...	14,136
	Girls ...	1	32	1	34	10	136	4	...	150
8. Upper Primary Examination.	Boys ...	445	3,429	401	4,275	3,551	18,407	4,931	...	26,889
	Girls ...	21	121	3	145	62	470	3	4	539
9. Lower Primary Examination.	Boys ...	518	17,507	1,332	19,357	4,228	62,578	6,676	1	73,483
	Girls ...	65	949	48	1,062	242	2,282	126	2	2,652

TABLE VI.

Bengal for the official year 1911-1912.

Number passed.					Race or Creed of passed Scholars.									Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Babhans Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
41	13	...	99	153	2	1	51	83	6	10	...	...	...	
15	3	...	17	35	...	...	12	21	2	...	...	...	...	
150	134	287	28	599	5	5	212	271	70	36	...	...	...	
60	29	43	2	134	...	...	49	71	10	4	...	...	...	
225	344	741	33	1,343	11	24	412	619	184	93	...	...	...	
105	117	223	4	449	5	...	154	223	54	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
105	...	109	32	246	...	5	87	107	42	4	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
52	...	...	...	52	...	...	16	31	4	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
98	...	...	...	98	1	...	24	68	2	3	...	...	...	
1	...	...	...	1	1	...	...	...	...	...	...	...	...	
104	...	...	...	104	...	...	36	66	2	...	...	...	...	
2	...	...	...	2	2	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	...	...	...	3	...	...	...	3	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	...	...	...	16	...	...	8	6	2	...	...	...	...	
31	...	...	...	31	1	...	13	7	10	...	...	...	...	
18	...	...	3	21	...	...	8	12	1	...	...	...	...	*Female candidate.
4	6	...	...	10	...	...	2	5	2	1	...	...	...	
749	1,162	1,366	70	3,347	5	32	1,026	1,316	694	261	2	...	11	
3	15	3	3	24	...	16	1	5	2	...	...	...	...	
15	...	...	...	15	...	...	5	6	2	2	...	...	...	
1	...	...	...	1	...	...	1	...	...	...	...	...	...	
...	26	13	...	39	34	...	1	...	1	...	...	2	1	
...	17	...	3	20	17	...	...	...	1	...	...	...	2	
2	38	13	...	53	45	...	1	...	1	1	1	3	1	
4	31	...	...	35	33	...	...	...	2	...	...	...	...	
...	45	...	...	45	44	...	...	...	...	...	...	...	1	
...	41	...	...	41	38	...	...	...	...	...	...	2	1	
1,931	5,966	3,115	...	11,012	...	236	2,959	2,733	3,840	1,171	1	...	72	
9	124	2	...	135	...	87	11	14	23	...	...	...	...	
2,913	14,598	4,016	...	21,527	3	457	4,966	4,464	8,751	2,659	10	...	217	
48	379	3	4	434	...	210	55	56	107	4	...	...	2	
3,340	46,620	5,013	...	54,973	1	931	8,682	9,432	26,719	8,215	21	...	972	
183	1,640	94	2	1,919	...	351	331	361	725	143	...	...	8	

GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examiners.				Number of Examiners.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for Masters. English ...	...	...	...	...	...	...	...	...	...
Training Schools for Masters. Vernacular	6	1	...	7	150	6	...	...	156
2. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
3. Vernacular Medical Examination ...	3	...	...	3	89	...	...	...	89
4. Overseer Examination ...	2	...	...	2	49	...	...	...	49
5. Sub-Overseer Examination ...	5	3	...	8	163	8	...	...	171
6. Survey Final Examination ...	2	1	...	3	72	6	...	...	78
7. Commerce:—									
(a) Commercial Class—Final ...	1	...	...	1	15	...	...	...	15
(b) Ditto —Special ...	1	3	7	11	83	11	33	8	135
8. Accounts Examination ...	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination ...	1	72		73	24	420		...	444
10. Ditto Second Examination ...	1	317		318	37	1,799		...	1,836
11. Ditto First Examination ...	1	521		522	19	2,775		...	2,794

TABLE VI.

Bengal for the official year 1911-12.

Number passed.					Race or Creed of passed Scholars.									Remarks.
Institutions under public management.	Aided institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	
							Brahmins.	Babhans, Rajputs, Baidyas, and Kayasthas.	Others.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
129	1	...	...	130	...	1	21	36	68	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
59	...	...	...	59	...	2	16	28	10	3	...	...	...	
29	...	...	...	29	4	...	9	14	1	1	...	...	...	
93	5	...	...	98	7	...	29	44	15	3	...	...	...	
63	6	...	...	69	...	...	12	40	14	3	...	...	...	
5	...	...	...	5	...	...	2	3	...	...	...	...	...	
53	2	8	5	68	7	...	29	28	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
19	216		...	235	...	...	201	34	...	...	...	...	...	
32	1,135		...	1,167	...	...	955	212	...	...	...	...	...	
9	1,516		...	1,525	...	...	1,303	222	...	...	...	...	...	

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

	OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS — In Institutions managed by: Number of institutions.	Number of scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
	1	2	3	4	5	6	7
	DIRECT EXPENDITURE.					Rs.	Rs.
University Education.	Arts Colleges	...	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...	...
	Total for Colleges ...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys — High Schools — English ...	...	...	...	...	...	...
	For Boys — Middle do. — English ...	46	4,499	4,239	3,334	20	16,593
	For Boys — Middle do. — Vernacular...	87	5,690	5,316	4,315	...	30,690
	Total for Secondary Schools for Boys	133	10,189	9,555	7,649	20	47,283
	For Girls — High Schools — English ...	...	...	...	...	...	...
	For Girls — Middle do. — English ...	...	...	...	...	...	...
	For Girls — Middle do. — Vernacular...	...	...	...	...	...	...
	Total for Secondary Schools for Girls	...	...	...	...	...	...
	Total for Secondary Schools both for Boys and Girls.	133	10,189	9,555	7,649	20	47,283
	Primary Schools.						
	For Boys ... — Upper Primary ...	36	3,915	3,867	3,005	...	9,651
	For Boys ... — Lower Primary ...	66	5,940	5,657	4,398	...	10,410
	Total for Primary Schools for Boys	102	9,855	9,524	7,403	...	20,061
	For Girls ... — Upper Primary ...	...	...	...	...	...	...
	For Girls ... — Lower Primary ...	...	...	...	...	...	...
	Total for Primary Schools for Girls	...	...	...	...	...	...
	Total for Primary Schools both for Boys and Girls.	102	9,855	9,524	7,403	...	20,061
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	8	166	151	122	1,760	8,045
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools — Madrasas ...	...	...	...	...	...	...
	Other Schools — Reformatory Schools...	...	...	...	...	...	...
	Other Schools — Miscellaneous Schools	...	...	...	...	...	...
	Total ...	8	166	151	122	1,760	8,045
	INDIRECT EXPENDITURE.						
	Buildings	...	...	...	...	...	16,797
	Furniture and Apparatus (special grants only).	...	...	...	...	...	2,580
	Total ...	...	...	...	...	..	19,377
	Inspection	...	...	...	...	...	...
	Scholarships held in— Arts Colleges	...	...	...	...	...	...
	Scholarships held in— Medical Colleges	...	...	...	...	...	...
	Scholarships held in— Other Professional Colleges	...	...	...	...	...	...
	Scholarships held in— Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in— Primary Schools	...	...	...	...	...	...
	Scholarships held in— Medical Schools	...	...	...	...	...	...
	Scholarships held in— Technical and Industrial Schools	...	...	...	...	...	...
	Scholarships held in— Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Grand Total ...	243	20,210	19,230	15,174	1,780	84,766

TABLE VII.

Instruction in Bengal for the official year 1911-1912.

ON PUBLIC INSTRUCTION.

District Boards.					Institutions managed by—			Total District Fund expenditure on public instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,200	1,500	2,700
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,200	1,500	2,700
...	...	...	...	...	...	250	1,925	2,175
...	19,736	3,756	56	40,161	...	120	88,860	1,05,573
...	14,421	1,586	141	46,838	...	...	19,052	49,742
...	34,157	5,342	197	86,999	...	370	1,09,837	1,57,490
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	180	180
...	...	...	...	...	...	...	216	216
...	...	...	...	...	...	...	396	396
...	34,157	5,342	197	86,999	...	370	1,10,233	1,57,886
...	918	142	...	10,711	78	...	1,54,090	1,63,819
...	682	100	...	11,192	24	...	4,09,410	4,19,844
...	1,600	242	...	21,903	102	...	5,63,500	5,83,663
...	...	...	...	...	131	...	4,276	4,407
...	...	...	...	...	48	...	60,932	60,980
...	...	...	...	...	179	...	65,208	65,387
...	1,600	242	...	21,903	281	...	6,28,708	6,49,050
...	...	...	...	...	1,002	...	...	1,002
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
300	1,948	204	2,019	14,276	488	...	2,393	10,926
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	803	803
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	76,299	76,299
300	1,948	204	2,019	14,276	1,490	...	79,495	89,030
...	238	253	1,995	19,283	17	...	27,338	44,152
...	27	20	100	2,727	...	...	21,816	24,396
...	265	273	2,095	22,010	17	...	49,154	68,548
...	...	...	...	...	...	...	...	79,677
...	...	...	...	...	...	...	...	120
...	...	...	...	...	...	...	...	209
...	...	...	...	...	...	...	...	1,983
...	...	...	...	...	...	...	...	17,557
...	...	...	...	...	...	...	...	16,178
...	...	...	...	...	...	...	...	1,155
...	...	...	...	...	...	...	...	5,251
...	...	...	...	...	...	...	...	1,449
...	...	...	...	...	...	...	...	1,23,579
...	...	...	...	...	...	...	...	73,434
300	37,970	6,061	4,311	1,45,188	1,788	1,570	8,69,090	11,64,227

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS IN INSTITUTIONS MANAGED BY					
	Number of Institutions.	Number of scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1	17	18	19	20	21	22
DIRECT EXPENDITURE.					Rs.	Rs.
UNIVERSITY EDUCATION. Arts Colleges	2	92	91	80	2,871	950
Professional Colleges ...	1	12	12	10	...	...
Total for Colleges ...	**3**	**104**	**103**	**90**	**2,871**	**950**
Secondary Schools.						
SCHOOL EDUCATION GENERAL. For Boys. High Schools English ...	2	621	556	450	4,037	928
Middle do. English ...	4	820	724	596	...	1,433
Vernacular ...	1	100	79	62	...	637
Total for Secondary Schools for Boys	**7**	**1.541**	**1,359**	**1,108**	**4,037**	**2,998**
For Girls. High Schools English ...	...	...	...	...	...	...
Middle do. English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls	...	...	...	...	...	...
Total for Secondary Schools both for Boys and Girls.	**7**	**1,541**	**1,359**	**1,108**	**4,037**	**2,998**
Primary Schools.						
For Boys ... Upper Primary ...	5	237	233	173	...	1,251
Lower Primary ...	5	403	368	335	...	1,067
Total for Primary Schools for Boys	**10**	**640**	**601**	**508**	...	**2,318**
For Girls ... Upper Primary ...	1	68	68	42	...	519
Lower Primary ...	1	27	30	17	...	275
Total for Primary Schools for Girls	**2**	**95**	**98**	**59**	...	**794**
Total for Primary Schools both for Boys and Girls.	**12**	**735**	**699**	**567**	...	**3,112**
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools: Madrasas ...	...	...	...	...	...	...
Reformatory Schools...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	1,796
Furniture and Apparatus (special grants only).	...	...	...	...	...	405
Total ...	...	...	...	...	...	**2,201**
Inspection	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total ...	**22**	**2,380**	**2,161**	**1,765**	**6,908**	**9,261**

TABLE VII.

Instruction in Bengal for the official year 1910-1911.

ON PUBLIC INSTRUCTION.									
MUNICIPAL BOARDS					In Institutions managed by—			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
1,200	2,877	75	4,325	12,298	...	...	...	950	3,650
...	821	...	...	821	...	...	...	...	...
1,200	3,698	75	4.325	13.119	...	...	...	950	3,650
250	12,234	...	2,029	19,478	...	...	10,827	11,755	13,930
120	4,131	529		6,213	...	...	15,182	16,615	1,22,188
...	443	...	...	1,080	220	...	318	1,175	50,917
370	16.808	529	2.029	26.771	220	...	26,327	29,545	1,87,035
...	...	...	...	...	...	...	1,575	1,575	1,575
...	...	...	...	...	...	...	6,505	6,505	6,685
...	...	...	...	...	...	...	4,682	4,682	4,898
...	...	...	...	...	...	...	12,762	12,762	13,158
370	16,803	529	2.029	26,771	220	...	39,089	42,307	2,00,193
...	265	...	...	1,516	...	...	19,714	20,965	1,84,784
...	264	3	...	1,334	...	...	41,648	42,715	4,62,559
...	529	3	...	2,850	...	...	61,362	63,680	6,47,343
...	134	200	172	1,025	155	...	4,398	5,072	9,479
...	...	...	...	275	60	...	11,412	11,747	72,727
...	134	200	172	1,300	215	...	15,810	16,819	82,206
...	663	203	172	4,150	215	...	77,172	80,499	7,29,549
...	...	...	...	...	...	...	...	...	1,002
...	...	...	...	...	...	...	390	390	390
...	...	...	...	...	...	...	340	340	340
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	300	2,796	3,096	14,022
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	231	231	1,034
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	21,331	21,331	97,630
...	...	...	...	...	...	300	25,088	25,388	1,14,418
...	...	...	...	1,796	54	...	2,497	4,347	48,499
...	...	...	...	405	50	...	2,263	2,718	27,114
...	...	...	...	2,201	104	...	4,760	7,065	75,613
...	...	...	...	...	...	...	...	2,996	82,673
...	...	...	...	...	...	...	...	...	120
...	...	...	...	...	...	...	...	...	209
...	...	...	...	...	...	...	...	111	2,094
...	...	...	...	...	...	...	...	164	17,721
...	...	...	...	...	...	...	...	...	16,178
...	...	...	...	...	...	...	...	...	1,155
...	...	...	...	...	...	...	...	299	5,550
...	...	...	...	...	...	...	...	282	1,731
...	...	...	...	...	...	...	...	3,852	1,27,431
...	...	...	...	...	...	...	...	10,045	83,479
1.570	21,169	807	6,526	46,241	539	300	1,46,109	1,70,106	13,34,333

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1911-12.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					
	Hostels or Boarding-houses.	Boarders.*	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Males.													
Managed by Government ...	211	5,054	849	322	1,298	52	2,533	85,989	...	2,244	2,20,477	48	3,08,758
Ditto District or Municipal Boards.	7	262	50	...	146	66	...	150	122	...	2,970	...	3,242
Aided by Government or by District or Municipal Boards.	56	3,190	487	...	2,222	420	61	84,209	2,134	82,996	1,72,126	...	3,41,465
Maintained by Native States ...	20	364	...	...	317	47	...	...	...	180	14,766	1,448	16,394
Unaided	327	9,803	942	...	5,507	2,451	903	800	...	1,43,681	3,01,155	...	4,45,636
Total ...	**621**	**18,673**	**2,328**	**322**	**9,490**	**3,036**	**3,497**	**1,71,148**	**2,256**	**2,29,101**	**7,11,494**	**1,496**	**11 15,495**
For Females.													
Managed by Government ...	6	203	23	7	134	16	23	34,479	...	...	3,778	120	38,377
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	46	2,853	2	1	2,155	559	136	77,782	1,220	85,322	1,47,077	...	3,11,401
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	49	2,838	25	39	608	1,914	252	...	...	69,993	36,972	...	1,06,965
Total ...	**101**	**5,894**	**50**	**47**	**2,897**	**2,489**	**411**	**1,12,261**	**1,220**	**1,55,315**	**1,87,827**	**120**	**4,56,743**
Grand Total ...	**722**	**24,567**	**2,378**	**369**	**12,387**	**5,525**	**3,908**	**2,83,409**	**3,476**	**3,84,416**	**8,99,321**	**1,616**	**15,72,238**

"Boarders" means only pupil-boarders.

GENERAL TABLE IX.

Statement showing the Classification of Pupils by Age for the year 1911-12.

Ages.	Infants.		Primary.				Middle.		High.				Total.
	A	B	I	II	III	IV	V	VI	4th Class.	3rd Class.	2nd Class.	1st Class.	
Below 5	62,631	4,867	12	...	...	...	...	...	...	...	...	...	67,510
5 to 6	1,63,028	38,622	1,863	114	12	11	...	...	...	...	...	...	2,03,650
6 to 7	1,48,272	62,932	13,736	1,477	83	13	3	...	...	...	...	...	2,26,516
7 to 8	1,01,803	62,308	29,625	8,057	625	162	70	29	...	...	...	...	2,02,679
8 to 9	55,764	46,028	42,574	26,594	3,180	879	149	57	2	...	...	...	1,75,227
9 to 10	32,239	31,109	43,541	33,829	7,299	3,528	875	177	36	...	...	...	1,52,633
10 to 11	18,297	18,005	28,296	38,330	9,228	5,776	2,498	854	151	20	...	1	1,21,456
11 to 12	10,315	11,680	14,656	22,175	11,037	8,635	4,245	2,387	904	115	8	2	86,159
12 to 13	5,624	4,883	7,565	11,581	7,331	7,819	4,761	3,757	2,082	725	48	6	56,182
13 to 14	2,461	2,401	4,307	6,293	4,303	4,788	4,969	4,154	3,061	2,045	513	47	39,342
14 to 15	1,779	1,187	2,109	2,645	2,330	2,868	4,051	3,707	2,847	2,817	1,652	273	28,265
15 to 16	983	635	1,003	1,341	880	1,136	2,515	2,737	2,249	2,142	2,263	1,771	19,655
16 to 17	895	516	673	902	333	381	893	1,304	1,329	1,667	2,010	2,255	13,158
17 to 18	725	337	468	546	110	108	198	497	692	988	1,397	1,841	7,907
18 to 19	704	345	391	566	37	49	84	131	300	458	696	1,304	5,065
19 to 20	539	289	324	483	25	30	36	51	128	226	306	754	3,191
Over 20	1,226	496	534	404	28	40	21	41	105	124	172	530	3,721
Total ...	6,07,285	2,86,640	1,91,677	1,55,337	46,841	36,223	25,368	19,883	13,886	11,327	9,065	8,784	14,12,316

N.B.—Some of the College authorities were unable to supply statistics of their pupils by age; hence the omission of the columns for Colleges.

GENERAL TABLE X.

Statement showing the Number and Qualifications of Teachers for the year 1911-1912.

	In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Trained ...	306	64	2	4,127	565	86	209	11	960	232	120	...	3	287	113	11	...	...	22	43	7,161
Untrained ...	458	176	18	29,549	8,561	177	281	19	2,782	712	532	...	23	2,174	2,136	106	...	11	83	124	47,922
Total ...	**764**	**240**	**20**	**33,676**	**9,126**	**263**	**490**	**30**	**3,742**	**944**	**652**	**...**	**26**	**2,461**	**2,249**	**117**	**...**	**11**	**105**	**167**	**55,083**
Possessed of a University degree.	1	...	...	...	...	4	...	...	22	2	163	...	5	444	418	97	...	7	80	144	1,387
No degree ...	763	240	20	33,676	9,126	259	490	30	3,720	942	489	...	21	2,017	1,831	20	...	4	25	23	53,696
Total ...	**764**	**240**	**20**	**33,676**	**9,126**	**263**	**490**	**30**	**3,742**	**944**	**652**	**...**	**26**	**2,461**	**2,249**	**117**	**...**	**11**	**105**	**167**	**55,083**

EUROPEAN EDUCATION—GENERAL TABLES

BENGAL

(as it stood on 31st March 1912)

1911-1912.

EUROPEAN EDUCATION—GENERAL TABLE III.

GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools.						
For Boys { High Schools ... English ...	...	...	...	...	...	...
For Boys { Middle Schools ... { English ...	1	185	183	177	...	...
For Boys { Middle Schools ... { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	1	185	183	177	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...
For Girls { Middle Schools ... { English ...	1	119	120	113	...	...
For Girls { Middle Schools ... { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	1	119	120	113	...	...
Total for Secondary Schools both for Boys and Girls.	2	304	303	290	...	...
Primary Schools.						
For Boys { Upper Primary	...	...	...	...	...	...
For Boys { Lower Primary	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...
For Girls { Upper Primary	...	...	...	...	...	...
For Girls { Lower Primary	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...
Total for Primary Schools both for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	20	20	20	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	1	6	6	6	...	...
Commercial Schools	1	3	3	3	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	3	29	29	29	...	...
Total for Schools of Public Instruction ...	5	333	332	319	...	...

TABLE III.

Bengal for the official year 1911-1912.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	3	764	721	650
...	...	...	...	...	...	18	2,662	2,582	2,294
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	21	3,426	3,303	2,944
...	...	...	...	...	...	6	1,043	1,002	918
...	...	...	...	...	...	18	2,435	2,326	2,140
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	24	3,478	3,328	3,058
...	...	...	...	...	...	45	6,904	6,631	6,002
...	...	...	...	...	...	4	207	206	180
...	...	...	...	...	...	4	138	123	108
...	...	...	...	...	...	8	345	329	288
...	...	...	...	...	...	9	383	394	318
...	...	...	...	...	...	3	76	67	55
...	...	...	...	...	...	12	459	461	373
...	...	...	...	...	...	20	804	790	661
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	5	200	195	171
...	...	...	...	...	...	2	240	51	38
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7	440	246	209
...	...	...	...	...	...	72	8,148	7,667	6,872

GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of institutions.	Grand Total of scholars on 31st of March.
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL. (General.)						
Secondary Schools.						
For Boys { High Schools ... English ...	2	570	547	499	5	1,334
For Boys { Middle Schools ... { English ...	...	...	...	...	19	2,847
For Boys { Middle Schools ... { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	2	570	547	499	24	4,181
For Girls { High Schools ... English ...	...	...	...	...	6	1,043
For Girls { Middle Schools ... { English ...	1	58	66	61	20	2,612
For Girls { Middle Schools ... { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	1	58	66	61	26	3,655
Total for Secondary Schools both for Boys and Girls.	3	628	613	560	50	7,836
Primary Schools.						
For Boys { Upper Primary	...	...	...	...	4	207
For Boys { Lower Primary	...	...	...	...	4	138
Total for Primary Schools for Boys ...	...	...	...	...	8	345
For Girls { Upper Primary	...	...	...	...	9	383
For Girls { Lower Primary	...	...	...	...	3	76
Total for Primary Schools for Girls ...	...	...	...	...	12	459
Total for Primary Schools both for Boys and Girls.	...	...	...	...	20	804
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	1	20
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Techinical and Industrial Schools ...	...	...	...	...	6	206
Commercial Schools	...	...	...	...	3	243
Agricultural Schools	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	10	469
Total for Schools of Public Instruction ...	3	628	613	560	80	9,109

TABLE III.

Bengal for the official year 1911-1912.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,334	...	1,334	848	...	848	916	...	916	...	...
2,341	506	2,847	652	102	754	714	98	812	506	...
...	...	...	...	...	...	...	...	...	...	...
3,675	506	4,181	1,500	102	1,602	1,630	98	1,728	506	...
141	902	1,043	13	592	605	...	...	...	...	141
486	2,126	2,612	8	350	358	11	53	64	...	486
...	...	...	...	...	...	...	...	...	...	...
627	3,028	3,655	21	942	963	11	53	64	...	627
4,302	3,534	7,836	1,521	1,044	2,565	1,641	151	1,792	506	627
110	97	207	...	...	...	12	9	21	97	...
122	16	138	...	...	...	...	...	...	16	...
232	113	345	...	...	...	12	9	21	113	...
175	208	383	...	...	...	6	...	6	...	175
36	40	76	...	...	...	1	2	3	...	36
211	248	459	...	...	...	7	2	9	...	211
443	361	804	...	...	...	19	11	30	113	211
...	...	...	...	...	...	...	...	...	...	...
...	20	20	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
194	12	206	...	...	...	...	...	...	...	...
15	228	243	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
209	260	469	...	...	...	...	...	...	...	...
4,954	4,155	9,109	1,521	1,044	2,565	1,660	162	1,822	619	838

	Grand total of Institutions.	Grand total of scholars on the 31st of March.	Number of Scholars on the 31st of March learning— English. Boys.	English. Girls.	English. Total.	A Classical Language. Boys.	A Classical Language. Girls.	A Classical Language. Total.	A Vernacular Language. Boys.	A Vernacular Language. Girls.	A Vernacular Language. Total.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.
	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching—*													
(*a*) Arabic or Persian	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a vernacular only or mainly.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran.* For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards.* For Boys	1	98	98	...	98	21	...	21	...	...	...	...	...
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	98	98	...	98	21	...	21	...	...	...	...	...
Grand Total for 1911-12 ...	81	9,207	5,052	4,155	9,207	1,542	1,044	2,586	1660	162	1,822	619	838

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1912, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.*	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Babhans, Rajputs, Baidyas & Kayasthas.	Others.					
School Education— General— *Secondary Schools*— For Boys— High Schools	Male	1,210	...	10	14	17	29	28	9	17	1,334
	Female	...	...	...	...	...	...	...	...	...	...
Middle Schools— English ...	Male	2,197	9	2	6	7	24	1	11	84	2,341
	Female	420	2	...	...	...	...	1	6	77	506
Vernacular ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls— High Schools	Male	128	...	2	...	...	2	1	1	7	141
	Female	857	6	17	...	...	...	2	3	17	902
Middle Schools— English ...	Male	450	7	9	2	...	3	...	12	3	486
	Female	2,056	12	11	...	...	1	...	36	10	2,126
Vernacular ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Total ...		7,318	36	51	22	24	59	33	78	215	7,836
Primary Schools— For Boys ...	Male	220	9	...	...	...	...	...	3	...	232
	Female	108	5	...	...	...	...	...	...	...	113
For Girls ...	Male	200	...	...	...	...	...	9	2	...	211
	Female	244	...	...	...	...	...	...	1	3	248
Total ...		772	14	...	...	...	...	9	6	3	804
School Education—Special— Training Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	20	...	...	...	...	...	...	...	...	20
Industrial Schools	Male	176	1	6	8	1	2	...	...	...	194
	Female	12	...	...	...	...	...	...	...	...	12
Commercial Schools	Male	15	...	...	...	...	...	...	...	...	15
	Female	195	27	...	...	...	...	...	1	5	228
Total ...		418	28	6	8	1	2	...	1	5	469
Total for Schools of Public Instruction.		8,508	78	57	30	25	61	42	85	223	9,109

* Include aboriginal Christians.

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912, classified according to sex, race, or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Babhans, Rajputs Baidyas & Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
PRIVATE INSTITUTIONS.											
1. *Advanced, teaching*—											
(a) Arabic or Persian	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*—											
For Boys ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran only*—											
For Boys ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards*—											
For Boys ...	Male	...	...	...	...	...	...	...	...	98	98
	Female	...	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions.		...	...	...	...	...	...	...	...	98	98
Grand Total for 1911-1912.		8,508	78	57	30	25	61	42	85	321	9,207

EUROPEAN EDUCATION—GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys { High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Boys { Middle do. { English ...	8,341	...	...	29,409	...	45	37,795	...	...
For Boys { Middle do. { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	8,341	...	...	29,409	...	45	37,795	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Girls { Middle do. { English ...	7,783	...	...	21,951	...	...	29,734	...	...
For Girls { Middle do. { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	7,783	...	...	21,951	...	...	29,734	...	...
Total for Secondary Schools both for Boys and Girls.	16,124	...	...	51,360	...	45	67,529	...	...
Primary Schools.									
For Boys { Upper Primary	...	...	...	...	...	...	...	...	...
For Boys { Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls { Upper Primary	...	...	...	...	...	...	...	...	...
For Girls { Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(a) Masters	...	...	...	...	...	...	...	...	...
(b) Mistresses	7,431	...	...	...	...	...	7,431	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	4,680	...	...	1,000	...	...	5,680	...	...
Commercial Schools	500	...	...	600	...	...	1,100	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...
Total ...	12,611	...	...	1,600	...	...	14,211	...	...
Total of Direct Expenditure ...	28,735	...	...	52,960	...	45	81,740	...	...

TABLE IV.

Schools in Bengal for the official year 1911-1912.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	52,651	...	154
...	...	...	...	...	...	...	...	...	...	...	...	78,841	...	6,775
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,31,492	...	6,929
...	...	...	...	...	...	...	...	...	...	...	...	37,904	...	113
...	...	...	...	...	...	...	...	...	...	...	...	52,590	...	6,141
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	90,494	...	6,254
...	...	...	...	...	...	...	...	...	...	...	...	2,21,986	...	13,183
...	...	...	...	...	...	...	...	...	...	...	...	3,679	...	121
...	...	...	...	...	...	...	...	...	...	...	...	1,979	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,658	...	121
...	...	...	...	...	...	...	...	...	...	...	...	7,055	...	213
...	...	...	...	...	...	...	...	...	...	...	...	1,738	...	375
...	...	...	...	...	...	...	...	...	...	...	...	8,793	...	588
...	...	...	...	...	...	...	...	...	...	...	...	14,451	...	709
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,290	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,610	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	7,900	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,44,337	...	13,892

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys { High Schools ... English ...	62,859	1,303	28,763	1,45,730	55,606	13,000
For Boys { Middle do. { English ...	64,767	65,379	42,118	2,57,880	...	...
For Boys { Middle do. { Vernacular...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**1,27,626**	**66,682**	**70,881**	**4,03,610**	**55,606**	**13,000**
For Girls { High Schools ... English ...	97,035	2,982	23,145	1,61,179	...	...
For Girls { Middle do. { English ...	73,175	19,913	31,157	1,82,976	3,612	300
For Girls { Middle do. { Vernacular...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1,70,210**	**22,895**	**54,302**	**3,44,155**	**3,612**	**300**
Total for Secondary Schools both for Boys and Girls.	**2,97,836**	**89,577**	**1,25,183**	**7,47,765**	**59,218**	**13,300**
Primary Schools.						
For Boys { Upper Primary	3,855	3,146	390	11,191	...	...
For Boys { Lower Primary	1,556	1,464	82	5,081	...	...
Total for Primary Schools for Boys ...	**5,411**	**4,610**	**472**	**16,272**	...	...
For Girls { Upper Primary	4,806	7,582	2,549	22,205	...	...
For Girls { Lower Primary	466	1,540	10	4,129	...	...
Total for Primary Schools for Girls ...	**5,272**	**9,122**	**2,559**	**26,334**	...	...
Total for Primary Schools both for Boys and Girls.	**10,683**	**13,732**	**3,031**	**42,606**	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(*a*) Masters	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	9,766	1,668	243	16,967	...	...
Commercial Schools	1,850	1,500	126	6,086	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	11,616	3,168	369	23,053	...	...
Total of Direct Expenditure ...	**3,20,135**	**1,06,477**	**1,28,583**	**8,13,424**	**59,218**	**13,300**

TABLE IV.

Schools in Bengal for the official year 1911-1912.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
MANAGEMENT.									
Unaided.									
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,533	74,139	52,651	...	154	1,18,465	48,599	...	...	2,19,869
...	...	87,182	...	6,775	94,176	1,07,542	...	...	2,95,675
...	...	...	...	...	...	...	...	...	...
5,533	**74,139**	**1,39,833**	...	**6,929**	**2,12,641**	**1,56,141**	...	...	**5,15,544**
...	...	37,904	...	113	97,035	26,127	...	...	1,61,179
1,300	5,212	60,373	...	6,141	98,738	52,670	...	...	2,17,922
...	...	...	...	...	...	...	...	...	...
1,300	**5,212**	**98,277**	...	**6,254**	**1,95,773**	**78,797**	...	...	**3,79,101**
6,833	**79,351**	**2,38,110**	...	**13,183**	**4,08,414**	**2,34,938**	...	...	**8,94,645**
...	...	3,679	...	121	3,855	3,536	...	...	11,191
...	...	1,979	...	...	1,556	1,546	...	...	5,081
...	...	**5,658**	...	**121**	**5,411**	**5,082**	...	...	**16,272**
...	...	7,055	...	213	4,806	10,131	...	...	22,205
...	...	1,738	...	375	466	1,550	...	...	4,129
...	...	**8,793**	...	**588**	**5,272**	**11,681**	...	...	**26,334**
...	...	**14,451**	...	**709**	**10,683**	**16,763**	...	...	**42,606**
...	...	...	...	...	...	...	...	...	...
...	...	7,431	...	...	...	...	...	...	7,431
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	9,970	...	...	10,766	1,911	...	...	22,647
...	...	3,110	...	...	2,450	1,626	...	...	7,186
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	**20,511**	...	...	**13,216**	**3,537**	...	...	**37,264**
6,833	**79,351**	**2,73,072**	...	**13,892**	**4,32,313**	**2,55,238**	...	...	**9,74,515**

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only).	1,278	...	...	...	...	...	1,278	...	...
Total ...	1,278	..	...	...	...	...	1,278	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges... ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...
Grants to European and Eurasian Cadets.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	1,278	...	...	...	...	...	1,278	...	...
Total Expenditure on Public Instruction in 1911-1912.	30,013	...	...	52,960	...	45	83,018	...	...

TABLE IV.

Schools in Bengal for the official year 1911-1912.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Madrasa Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	18,789	...	...
...	...	...	...	...	...	...	...	...	...	...	...	680	...	...
...	...	...	...	...	...	...	...	...	...	...	...	19,469	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	19,469	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,63,806	...	13,892

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	22,545	4,560	4,628	50,522	3,580	2,115
Furniture and Apparatus (special grants only).	22,708	5,664	6,505	35,557	2,316	3,578
Total ...	**45,253**	**10,224**	**11,133**	**86,079**	**5,896**	**5,693**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges... ...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...
Grants to European and Eurasian Cadets.	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**45,253**	**10,224**	**11,133**	**86,079**	**5,896**	**5,693**
Total Expenditure on Public Instruction in 1911-1912.	**3,65,388**	**1,16,701**	**1,39,716**	**8,99,503**	**65,114**	**18,993**

TABLE IV.

Schools in Bengal for the official year 1911-1912.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
MANAGEMENT.									
Unaided.									
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
131	5,826	18,789	...	...	26,125	11,434	...	...	56,348
719	6,613	1,958	...	...	25,024	16,466	...	...	43,448
850	12,439	20,747	...	...	51,149	27,900	...	...	99,796
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	22,911	...	...	...	...	...	...	22,911*
...	...	1,615	...	...	...	...	...	...	1,615
...	...	571	...	...	...	...	...	...	571
...	...	...	...	...	...	...	...	...	...
...	...	10,635	...	...	...	...	...	...	10,635
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	35,732	...	...	...	...	...	...	35,732
...	...	2,07,821	...	...	3,17,092	1,08,981	...	...	6,33,894
...	...	2,052	...	...	861	264	...	...	3,177
...	...	2,725	...	...	6,703	...	...	...	9,428
...	...	10,508	...	...	...	1,321	...	...	11,829
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	43,499	1,12,326	...	...	1,55,825
...	...	2,23,106	...	...	3,68,155	2,22,892	...	...	8,14,153
850	12,439	2,79,585	...	...	4,19,304	2,50,792	...	...	9,49,681
7,683	91,790	5,52,657	...	13,892	8,51,617	5,06,030	...	...	19,24,196

* Exclusive of the account of the printing work done at the Secretariat Press, Calcutta.

General Table V.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education of Europeans in Bengal at the end of the official year 1911-1912.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination, or an Examination of an equivalent standard. (1)			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary (Middle) Stage. (2)			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage. (3)			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books. (4)			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading printed books. (5)			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																				
For Boys.																				
Government — English	1	185	...	...	...	80	...	80	47	...	47	58	...	58	...	...	...	185	...	185
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... — English	21	3,426	90	...	90	928	90	1,018	784	122	906	1,118	294	1,412	...	...	...	2,920	506	3,426
Aided ... — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... — English	2	570	84	...	84	235	...	235	136	...	136	115	...	115	...	...	...	570	...	570
Unaided ... — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	24	4,181	174	...	174	1,243	90	1,333	967	122	1,089	1,291	294	1,585	...	...	...	3,675	506	4,181
For Girls.																				
Government — English	1	119	...	...	...	...	62	62	...	25	25	...	32	32	...	...	...	...	119	119
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Aided ... English ...	24	3,478	...	93	93	17	665	682	28	700	728	568	1,407	1,975	...	...	...	613	2,865	3,478
Aided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... English ...	1	58	...	3	3	...	17	17	...	13	13	14	11	25	...	...	...	14	44	58
Unaided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	26	3,655	...	96	96	17	744	761	28	738	766	582	1,450	2,032	...	...	...	627	3,028	3,655
Total for Secondary Schools both for Boys and Girls.	50	7,836	174	96	270	1,260	834	2,094	995	860	1,855	1,873	1,744	3,617	...	...	...	4,302	3,534	7,836
PRIMARY SCHOOLS.																				
For Boys.																				
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	8	345	...	...	...	...	...	...	22	19	41	210	94	304	...	...	...	232	113	345
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	345	...	...	...	...	...	...	22	19	41	210	94	304	...	...	...	232	113	345
For Girls.																				
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	12	459	...	...	...	...	...	...	25	52	77	186	196	382	...	...	...	211	248	459
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	12	459	...	...	...	...	...	...	25	52	77	186	196	382	...	...	...	211	248	459
Total for Primary Schools both for Boys and Girls.	20	804	...	...	...	...	...	...	47	71	118	396	290	686	...	...	...	443	361	804
Grand Total for 1911-1912 ...	70	8,640	174	96	270	1,260	834	2,094	1,042	931	1,973	2,269	2,034	4,303	...	...	...	4,745	3,895	8,640

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EDUCATION—GENERAL TABLES,

BENGAL

(as reconstituted on 1st April 1912.)

1911-1912.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal (as re-constituted on 1st April 1912) for the official year 1911-1912.

(For details see General Table III.)

Area and Population.			Particulars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary and other schools not conforming to departmental standard.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions—												
		Males ... 23,365,225	For males ...	30	14	2,247	28,606	130	2,540	33,567	204	1,894	2,098	35,665	Institutions to number of towns and villages. 29·8
		Females ... 22,117,852													
	Towns, including 119 municipalities.	Total ... 45,483,077	,, females ...	3	...	70	6,580	8	331	6,992	...	282	282	7,274	6·07
78,699			Total ...	33	14	2,317	35,186	138	2,871	40,559	204	2,176	2,380	42,939	35·87
		Number of Population of schoolgoing age :—	Scholars—												
	Villages ... 119,732														
		Males ... 3,504,784	Males	10,899	2,202	304,230	10,21,112	2,383	75,586	14,16,412	4,848	40,314	45,162	14,61,574	Male scholars to male population of school-going age ... ... 41·7
	Total ... 119,851	Females ... 3,317,677													
		Total ... 6,822,461	Females	81	24	9,226	2,06,068	131	10,945	2,26,475	39	9,626	9,665	2,36,140	Female scholars to female population of school-going age ... 7·1
			Total ...	10,980	2,226	313,456	1,227,180	2,514	86,531	1,642,887	4,887	49,940	54,827	1,697,714	24·9

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in Bengal (as re-constituted on 1st April 1912) for the year 1911-1912.

[For details see General Table IV.]

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total Expenditure on Public Instruction.
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
I. INSTITUTIONS ... For Males	13,24,383	6,95,447	48,03,310	26,93,449	260,853	11,26,826	1,09,04,268	7,93,974	1,06,278	8,05,112	2,97,918	16,56,989	3,89,547	18,97,567	59,47,385	1,80,45,716
For Females	31,989	...	6,18,111	431,328	50,903	61,732	11,94,063									
Total ...	13,56,372	6,95,447	54,21,421	31,24,777	3,11,756	11,88,558	1,20,98,331	7,93,974	1,06,278	8,05,112	2,97,918	16,56,989	3,89,547	18,97,567	59,47,385	1,80,45,716
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	8·67	9·81	14·63	4·42	4·97	6·55	49·05	1·25	1·95	13·79	3·98	18·63	3·92	7·43	50·95	100
(b) Percentages of District or Local Fund expenditure included in columns 2—17 to total District or Local Fund expenditure on public instruction.	...	...	13·81	53·33	...	5·67	72·81	...	...	3·57	2·94	13·25	3·10	4·33	27·19	100
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	...	...	24·30	47·59	·26	13·92	86·07	...	...	1·18	1·07	3·95	1·36	·37	13·93	100
(d) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction.	7·52	3·85	30·04	17·32	1·73	6·58	67·04	4·40	·59	4·46	1·65	9·18	2·16	10·52	32·96	100
AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs A. P									
Government Institutions—																
Cost to Provincial Revenues	152 13 11	289 10 8	23 9 4	8 14 4	113 1 11	70 12 10	56 14 10									
Cost to District or Local and Municipal Funds.	...		0 0 4	0 2 7	...	0 2 4	0 1 1									
Total cost ...	250 0 9	363 2 7	47 0 5	9 10 11	117 14 2	94 8 8	82 0 4									
District or Local Fund Schools—																
Cost to Provincial Revenues	...	...	...	0 0 4	...	8 4 7	0 1 3									
Cost to District or Local Funds	..	...	3 10 7	1 11 2	...	47 11 7	2 3 4									
Total cost ...	...	...	9 1 0	3 6 5	...	107 15 3	4 10 10									
Municipal Schools—																
Cost to Provincial Revenues	36 12 11	...	3 2 9	0 0 11	...	...	3 8 7									
Cost to Municipal Funds	...	...	0 14 9	5 3 2	...	...	1 12 5									
Total cost ...	86 2 5	68 6 8	20 5 6	8 7 8	...	...	20 1 10									
Institutions in Native States—																
Cost to Native States Revenues	...	...	...	1 14 6	...	...	3 13 3									
Cost to District or Local and Municipal Funds.	...	...	...	...	..	...	...									
Total cost ...	...	...	...	1 14 6	...	...	3 13 3									
Aided Institutions—																
Cost to Provincial Revenues	21 14 9	200 0 0	3 1 2	0 2 10	134 4 8	1 2 4	0 11 1									
Cost to District or Local and Municipal Funds.	...	...	1 4 7	0 11 9	2 9 0	1 3 2	0 13 4									
Total cost ...	104 9 1	200 0 0	18 9 1	2 12 7	329 4 0	7 7 8	5 7 7									
Unaided Institutions—																
Total cost ...	76 13 1	51 11 9	16 4 7	1 10 7	...	19 2 8	10 6 7									
All Institutions—																
Cost to Provincial Revenues	44 13 6	232 8 6	2 12 4	0 3 4	114 7 8	4 6 6	1 12 2									
Cost to District or Local and Municipal Funds.	...	...	0 12 6	0 11 3	0 2 7	1 3 4	0 11 10									
Total cost ...	123 4 6	301 7 2	18 13 0	2 12 0	131 6 10	14 9 11	7 15 4									

EDUCATION--GENERAL TABLE III.

EDUCATION—GENERAL

Return of Colleges, Schools and Scholars in Bengal

Class of Institutions.	PUBLIC INSTITUTIONS																
	Under Public Management.												Under Private				
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.				
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
UNIVERSITY EDUCATION.																	
Arts Colleges, English ...	8	2,771	2,612	2,372	1	78	78	68	...	...	...	...	10	3,322	3,277	2,628	14
Colleges for Professional Training—																	
Law	5	758	766	737	1	12	12	10	...	...	...	...	...	...	...	...	3
Medicine	1	690	735	715	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	319	285	258	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	2	57	57	54	...	...	...	...	...	...	...	...	1	13	13	10	...
Total for Colleges ...	17	4,585	4,455	4,136	2	90	90	78	...	...	...	...	11	3,335	3,290	2,638	17
SCHOOL EDUCATION—GENERAL.																	
Secondary Schools.																	
For Boys—																	
High Schools—English ...	37	13,199	11,714	9,960	3	1,214	1,148	953	...	...	...	...	202	51,408	46,588	38,337	260
Middle „ English	5	878	793	657	41	4,687	4,500	3,611	...	...	...	...	786	80,543	75,731	61,908	399
Middle „ Vernacular	3	129	113	94	49	3,585	3,241	2,584	...	...	...	...	402	24,639	23,715	19,120	60
Total for Boys' Schools ...	45	14,203	12,620	10,721	93	9,486	8,889	7,148	...	...	...	...	1,390	156,590	146,034	119,365	719
For Girls—																	
High Schools—English ...	4	687	620	438	...	...	...	...	...	...	...	...	14	2,128	1,968	1,747	1
Middle „ English ...	2	260	237	193	...	...	...	...	...	...	...	...	24	3,105	2,993	2,681	1
Middle „ Vernacular	2	246	190	174	...	...	...	...	...	...	...	...	21	2,462	2,334	1,886	1
Total for Girls' Schools ...	8	1,193	1,047	855	...	...	...	...	...	...	...	...	59	7,695	7,295	6,314	3
Grand Total of Secondary Schools for Boys and Girls.	53	15,399	13,667	11,576	93	9,486	8,889	7,148	...	...	...	...	1,449	164,285	153,329	1,25,679	722
Primary Schools.																	
For Boys—																	
Upper Primary	111	4,877	4,804	3,639	18	1,005	887	720	3	140	126	108	3295	179,030	1,69,163	1,39,386	101
Lower „	7	263	228	201	1,340	70,254	63,743	52,672	24	756	665	535	19,611	692,661	6,40,011	5,33,913	4,096
Total Primary Schools for Boys.	118	5,140	5,032	3,840	1,358	71,259	64,630	53,392	27	896	791	643	22,906	871,691	8,09,174	6,73,299	4,197
For Girls—																	
Upper Primary	19	1,075	1,030	748	3	212	209	114	...	...	...	...	210	12,260	11,295	8,859	4
Lower „	58	2,459	2,350	1,749	1	60	54	50	...	...	...	...	5,414	120,087	1,12,246	89,955	871
Total Primary Schools for Girls.	77	3,534	3,380	2,497	4	272	263	164	...	...	...	...	5,624	132,347	123,541	98,814	875
Grand Total of Primary Schools for Boys and Girls.	195	8,674	8,412	6,337	1,362	71,531	64,893	53,556	27	896	791	643	28,530	1,004,038	9,32,715	772,113	5,072
SCHOOL EDUCATION—SPECIAL.																	
Schools for Special Instruction.																	
Training Schools—																	
(a) For Masters	127	2,311	2,171	1,891	...	...	...	...	...	...	...	...	3	72	68	64	...
(b) For Mistresses... ..	3	49	49	47	...	...	...	...	...	...	...	...	5	82	84	76	...
Schools of Art	1	280	282	231	...	...	...	...	...	...	...	...	2	301	352	292	1
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	2	545	538	506	...	...	...	...	...	...	...	...	...	...	...	...	8
Engineering and Surveying Schools.	1	287	299	247	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	7	206	205	167	9	517	502	412	...	...	...	...	25	880	929	791	9
Commercial Schools	2	91	100	84	...	...	...	...	...	...	...	...	2	240	51	38	12
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																	
Madrassahs	5	2,268	2,277	1,843	...	...	...	...	...	...	...	...	103	7,709	7,232	5,856	41
Reformatory Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	6	390	308	231	...	...	...	...	...	...	...	...	2,002	55,800	52,719	42,130	633
Total ...	154	6,427	6,229	5,247	9	517	502	412	...	...	...	...	2,142	65,084	61,435	49,247	704
Total for Colleges and Schools of Public Instruction.	419	35,085	32,763	27,296	1,466	81,624	74,374	61,194	27	896	791	643	32,132	1,236,742	1,150,769	949,677	6,515

PRIVATE INSTITUTIONS...
- 1. Advanced, Teaching—
  - (a) Arabic or Persian ... ...
  - (b) Sanskrit ... ...
  - (c) Any other Oriental Classic ... ...
- 2. Elementary, Teaching a vernacular only or mainly ... For boys ... / „ girls ...
- 3. Elementary, Teaching the Koran ... ... „ boys ... / „ girls ...
- 4. Other Schools not conforming to Departmental Standards „ boys ... / „ girls ...

Total ...

Grand Total for 1911-1912 ...

TABLE III.

(as re-c nstituted on 1st April 1912) for the official year 1911-1912.

Management. Unaided. Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning— English. Boys.	English. Girls.	English. Total.	A classical language. Boys.	A classical language. Girls.	A classical language. Total.	A vernacular language. Boys.	A vernacular language. Girls.	A vernacular language. Total.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
4,909	4,606	3,858	33	10,980	10,899	81	10,980	8,278	31	8,309	10,190	58	10,248	2	...
387	439	295	9	1,157	1,157	...	1,157	...	...	...	...	...	...	...	...
...	...	...	1	680	656	24	680	...	...	...	...	...	...	24	...
...	...	...	1	319	276	...	276	...	...	...	43	...	43	...	...
...	...	...	3	70	70	...	70	...	...	...	...	...	...		...
5,196	5,045	4,153	47	13,206	13,058	105	13,163	8,278	31	8,309	10,233	58	10,291	26	...
77,516	69,626	56,866	502	143,337	136,637	4	136,641	67,187	...	67,187	142,818	27	142,845	27	...
42,079	38,032	30,659	1,231	128,187	75,294	534	75,828	7,356	127	7,483	125,853	307	126,160	744	...
4,523	4,470	3,613	514	32,876	1,296	1	1,297	131	...	131	32,709	167	32,876	167	...
124,118	112,128	91,078	2,247	304,400	213,227	539	213,766	74,674	127	74,801	301,380	501	301,881	938	...
52	54	48	19	2,867	217	2,274	2,491	13	846	859	101	1,723	1,824	...	242
58	66	61	27	3,423	406	2,360	2,766	4	287	291	63	1,041	1,104	...	459
58	48	28	24	2,766	19	292	311	...	78	78	67	2,699	2,766	...	67
168	168	137	70	9,056	642	4,926	5,568	17	1,211	1,228	231	5,463	5,694	...	768
124,286	112,296	91,215	2,317	313,456	213,869	5,465	219,334	74,691	1,338	76,029	301,611	5,964	307,575	938	768
5,260	4,860	4,016	3,528	190,312	73	66	139	3,294	50	3,344	185,149	5,026	190,175	5,088	...
119,854	107,586	90,241	25,078	883,788	104	8	112	62,392	5,399	67,791	832,740	50,882	883,622	50,905	...
125,114	112,446	94,257	28,606	1,074,100	177	74	251	65,686	5,449	71,135	1,017,889	55,908	1,073,797	55,993	...
329	258	165	236	13,876	142	192	334	4	664	668	362	13,206	13,568	...	500
16,598	15,241	12,447	6,344	139,204	36	69	105	342	14,015	14,357	2,470	136,617	139,087	...	2,505
16,927	15,499	12,612	6,580	153,080	178	261	439	346	14,679	15,025	2,832	149,823	152,655	...	3,005
142,041	127,945	106,869	35,186	1,227,180	355	335	690	66,032	20,128	86,160	1,020,721	205,731	1,226,452	55,993	3,005
...	...	...	130	2,383	214	...	214	225	...	225	2,326	...	2,326	...	...
...	...	...	8	131	...	25	25	...	2	2	...	111	111	...	...
25	21	20	4	606	277	3	280	...	...	...	326	...	326	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,693	1,570	1,319	10	2,238	1,486	26	1,512	...	...	...	941	...	941	26	...
...	...	...	1	287	287	...	287	...	...	...	...	...	...	...	...
259	255	213	50	1,862	692	51	743	...	...	...	1,129	406	1,535	...	...
507	458	395	16	838	605	233	838	...	...	...	25	...	25	5	15
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,594	2,291	1,963	149	12,571	4,654	2	4,656	10,752	49	10,801	7,063	13	7,076	54	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11,939	10,886	9,332	2,641	68,129	766	33	799	34,440	6,968	41,408	49,328	8,928	58,256	3,584	409
17,017	15,481	13,242	3,009	89,045	8,981	373	9,354	45,417	7,019	52,436	61,138	9,458	70,596	3,672	424
288,540	260,767	215,479	40,559	1,642,887	236,263	6,278	242,541	194,418	28,516	222,934	1,393,703	221,211	1,614,914	60,629	4,197
... ...			116	4,397	202	...	202	4,212	39	4,251	923	12	935	39	...
... ...			88	490	...	...	...	490	...	490	...	...	...	...	...
... ...			...	...	...	...	...	...	...	...	...	...	...	...	...
... ...			148	4,015	...	...	...	524	63	587	3,791	187	3,978	197	...
... ...			69	687	...	...	...	15	69	84	24	663	687	...	24
... ...			1,330	25,566	...	...	...	21,597	3,828	25,425	581	28	609	3,831	...
... ...			156	2,039	...	...	...	145	1,836	1,981	...	55	55	...	145
... ...			416	14,970	4,552	13	4,565	1,733	22	1,755	13,757	465	14,222	476	...
... ...			57	2,682	7	377	384	...	394	394	108	2,574	2,682	...	108
... ...			2,380	54,827	4,761	390	5,151	28,716	6,251	34,967	19,184	3,984	23,168	4,543	277
... ...			42,939	1,697,714	241,024	6,668	247,692	223,134	34,767	257,901	1,412,887	225,195	1,638,082	65,172	4,474

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912 in Bengal (as re-constituted on 1st April 1912), classified according to Sex, Race or Creed.

		Europeans and Eurasians.	Native Christians.*	Hindus. Brahmans.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
1		2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.											
Arts Colleges—											
English	Male ...	15	86	3,364	4,410	2,197	809	13	2	3	10,899
	Female...	9	30	9	24	5	1	...	...	3	81
Colleges for Professional Training—											
Law	Male ...	1	2	361	614	113	66	...	...	...	1,157
	Female ...	...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	104	4	209	202	122	13	1	1	...	656
	Female ...	19	3	...	...	2	...	...	...	...	24
Engineering ...	Male ...	27	1	100	110	73	5	...	...	3	319
	Female ...	...	...	...	...	...	...	...	...	...	...
Teaching	Male ...	...	...	21	33	6	10	...	...	...	70
	Female ...	...	...	...	..	...	...	.	...	...	...
	Total ...	175	126	4,064	5,393	2,518	904	14	3	9	13,206
SCHOOL EDUCATION.											
GENERAL.											
Secondary Schools—											
For Boys—											
High Schools ...	Male ...	1,230	704	35,705	42,158	36,102	26,612	473	12	314	143,310
	Female ...	...	1	11	6	9	...	...	...	...	27
Middle Schools—											
English	Male ...	2,081	538	17,267	32,228	31,404	43,215	414	11	285	127,443
	Female ...	431	5	40	59	82	42	1	6	78	744
Vernacular ...	Male ...	...	282	4,130	8,410	9,074	10,563	111	...	139	32,709
	Female ...	...	40	47	23	45	9	2	...	1	167
For Girls—											
High Schools ...	Male ...	129	21	53	18	9	2	1	2	7	242
	Female ...	859	660	261	470	305	46	3	4	17	2,625
Middle Schools—											
English	Male ...	371	24	20	26	2	1	...	12	3	459
	Female ...	1,849	447	113	288	210	10	1	36	10	2,964
Vernacular ...	Male ...	...	10	6	47	4	...	...	..	...	67
	Female ...	1	416	583	1,064	669	26	...	...	...	2,699
	Total ...	6,951	3,148	58,236	84,797	77,855	80,526	1,006	83	854	3,13,456
Primary Schools—											
For Boys ...	Male ...	208	3,187	51,596	187,638	311,448	448,275	4,005	4	11,746	1,018,107
	Female ...	69	600	6,170	7,918	22,710	17,771	222	...	533	55,993
For Girls	Male ...	176	157	250	365	644	1,352	50	2	9	3,005
	Female ...	279	2,269	18,020	21,128	49,031	58,582	531	1	234	1,50,075
	Total ...	732	6,213	76,036	2,17,049	3,83,833	5,25,980	4,808	7	12,522	12,27,180
SCHOOL EDUCATION.											
SPECIAL.											
Schools for Special Instruction—											
Training Schools ...	Male ...	...	78	328	293	640	1,027	10	...	7	2,383
	Female ...	21	66	9	13	10	11	...	1	...	131
Schools of Arts ...	Male ...	1	5	163	241	138	13	2	...	...	603
	Female ...	3	...	..	..	...	...	...	...	...	3
Law Schools ...	Male ...	...	...	...	...	..	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	37	555	668	696	253	...	3	...	2,212
	Female ..	2	19	...	2	1	2	...	...	...	26
Engineering and Surveying Schools.	Male ...	...	...	60	202	11	13	1	...	...	287
	Female ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	133	155	163	259	226	450	21	...	37	1,444
	Female ...	13	178	3	34	82	39	51	...	13	418
Commercial Schools	Male ...	28	8	211	182	133	38	5	...	...	605
	Female ...	200	27	...	...	...	...	...	1	5	233
Agricultural Schools.	Male ...	...	...	...	...	...	..	...	...	...	...
	Female ...	...	...	...	...	...	...	..	...	...	...
Other Schools—											
Madrasah	Male ...	...	...	33	187	141	12,120	36	...	...	12,517
	Female ...	...	...	...	...	...	54	...	...	..	54
Miscellaneous ...	Male ..	...	79	6,487	1,434	5,087	44,808	13	...	10	57,918
	Female ...	...	31	81	36	180	9,883	...	...	..	10,211
	Total ...	401	683	8,098	3,591	7,345	68,711	139	5	72	89,045
Total of Colleges and Schools of Public Instruction.		8,259	10,170	1,46,434	3,10,830	4,71,551	6,76,121	5,967	98	13,457	16,42,887

* Will include aboriginal Christians.

EDUCATION—GENERAL TABLE III A—*concluded.*

Number of Scholars on the 31st March 1912 in Bengal (as re-constituted on 1st April 1912) classified according to Sex, Race or Creed—concluded.

		Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahman.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.					
1		2	3	4	5	6	7	8	9	10	11
PRIVATE INSTITUTIONS.											
1.—Advanced Teaching.											
(a) Arabic or Persian.	Male	...	...	2	32	4	4,320	...	...	...	4,358
	Female	...	...	...	...	...	39	...	...	...	39
(b) Sanskrit	Male	...	...	416	53	21	...	...	...	...	490
	Female	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
2.—Elementary Teaching.											
A.—Vernacular only or mainly—											
For Boys	Male	...	3	77	553	490	2,643	25	...	27	3,818
	Female	...	...	11	34	31	117	3	...	1	197
For Girls	Male	...	...	...	...	...	24	...	...	...	24
	Female	...	...	47	71	38	507	...	...	...	663
3.—Elementary Teaching.											
The Koran only—											
For Boys	Male	...	...	...	...	...	21,725	...	...	...	21,725
	Female	...	...	...	...	...	3,831	...	...	...	3,831
For Girls	Male	...	...	...	...	...	145	...	...	...	145
	Female	...	...	...	...	...	1,855	...	...	...	1,855
4.—Other Schools not conforming to Departmental Standards.											
For Boys	Male	...	726	1,855	2,301	3,700	4,899	997	...	106	14,494
	Female	...	26	16	40	85	269	35	...	5	476
For Girls	Male	...	...	12	9	27	59	1	...	...	108
	Female	...	404	493	564	429	668	1	3	13	2,574
Total of Private Institutions		...	1,159	2,929	3,657	4,825	41,131	972	2	152	54,827
Grand Total for 1911-1912		8,259	11,329	1,49,363	3,14,487	4,76,376	7,17,252	6,939	100	13,609	16,97,714

EDUCATION-GENERAL

Return of Expenditure on Public Instruction in Bengal

Objects of Expenditure.	PUBLIC						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.							
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges—English	3,99,308	...	...	2,39,908	1,300	12,612	6,53,128
Professional Colleges—							
Law	27,037	...	...	47,700	...	...	74,737
Medicine	2,33,844	...	...	59,385	...	...	2,93,229
Engineering	2,04,932	...	...	15,994	...	12,378	2,33,304
Teaching	68,043	...	...	...	...	...	68,043
Total for Colleges	9,33,164	...	...	3,62,987	1,300	24,990	13,22,441
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For Boys .. High Schools ... English	2,26,621	...	...	2,54,446	242	2,338	4,83,647
For Boys .. Middle ,, ... English	19,752	...	...	32,683	...	54	52,489
For Boys .. Middle ,, ... Vernacular	2,478	...	...	319	...	...	2,797
Total for Secondary Schools for Boys ...	2,48,851	...	...	2,87,448	242	2,392	5,38,933
For Girls ... High Schools ... English	57,209	300	...	7,361	448	...	65,318
For Girls ... Middle ,, ... English	12,333	...	...	21,951	...	...	34,284
For Girls ... Middle ,, ... Vernacular	3,980	...	...	107	131	...	4,218
Total for Secondary Schools for Girls ...	73,522	300	...	29,419	579	...	1,03,820
Total Secondary Schools both for Boys and Girls ...	3,22,373	300	...	3,16,867	821	2,392	6,42,753
Primary Schools.							
For Boys ... Upper Primary	49,942	...	...	3,414	5	...	53,361
For Boys ... Lower ,, ...	674	...	...	132	...	...	806
Total for Primary Schools for Boys ...	50,616	...	...	3,546	5	...	54,167
For Girls ... Upper Primary	7,529	...	67	173	360	73	8,202
For Girls ... Lower ,, ...	16,699	1,178	156	37	499	539	19,108
Total for Primary Schools for Girls ...	24,228	1,178	223	210	859	612	27,310
Total Primary Schools for Boys and Girls ...	74,844	1,178	223	3,756	864	612	81,477
Schools for Special Instruction.							
Training Schools for—							
(a) Masters	2,30,899	...	...	10,124	15	200	2,41,238
(b) Mistresses	20,236	...	...	141	5	90	20,472
Schools of Art	40,225	...	...	4,087	...	...	44,312
Law Schools	...	...	...	...	...	...	...
Medical Schools	78,107	...	...	18,302	...	...	96,409
Engineering and Surveying Schools	52,618	...	...	7,282	...	4,290	64,190
Technical and Industrial Schools	39,262	600	...	1,589	108	1,819	43,378
Commercial Schools	16,677	...	...	4,652	...	...	21,329
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Reformatory Schools	...	...	...	...	...	...	...
Other Schools — Madrassahs	52,807	...	...	33,679	...	18,121	1,04,607
Other Schools — Miscellaneous Schools	4,159	...	...	158	...	477	4,794
Total ...	5,34,990	600	...	80,014	128	24,997	6,40,729
Total of Direct Expenditure ...	18,65,371	2,078	223	7,83,624	3,113	52,991	26,87,400
INDIRECT EXPENDITURE.							
Buildings	8,29,444	300	...	35	1,700	1,706	8,33,185
Furniture and Apparatus (Special Grants only)	85,000	...	50	9,750	...	774	95,574
Total ...	9,14,444	300	50	9,785	1,700	2,480	9,28,759
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical College...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges	...		...	...	...	...	...
Scholarships or stipends held in— Secondary Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Primary Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Special Schools	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognized Tols ...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	9,14,444	300	50	9,785	,700	2,480	9,28,759
Total expenditure on Public Instruction in 1911-1912.	27,79,815	2,378	273	7,73,409	4,813	55,471	36,16,159

TABLE IV.

(as re-constituted on 1st April 1912) for the official year 1911-1912.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	TOTAL.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,871	...	...	2,200	...	1,649	6,720	...	...	...	...	...	...	...
...	...	...	821	...	...	821	...	...	...	...	...	...	...
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2,871	...	...	3,021	..	1,649	7,541	...	...	...	...	...	...	...
6,148	250	1,528	23,011	...	2,029	32,966	...	...	...	...	...	...	...
...	12,149	262	27,046	1,393	381	41,233	...	...	...	...	...	...	...
...	13,310	...	13,728	1,099	79	28,216	...	...	...	...	...	...	...
6,148	25,709	1,790	63,785	2,494	2,489	1,02,415	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
6,148	25,709	1,790	63,785	2,494	2,489	1,02,415	...	...	...	...	...	...	...
...	1,523	687	1,745	...	...	3,955	360	...	...	218	102	...	680
1,270	1,07,376	424	97,353	8,849	966	2,16,238	1,148	...	...	867	336	...	2,351
1,270	1,08,899	1,111	99,098	8,849	966	2,20,193	1,508	...	...	1,085	438	...	3,031
240	260	1,652	390	200	259	3,001	...	...	...	..	...	...	...
...	249	...	...	...	...	249	...	...	...	...	...	...	...
240	509	1,652	390	200	259	3,250	...	...	...	...	...	...	...
1,510	1,09,408	2,763	99,488	9,049	1,225	2,23,443	1,508	...	...	1,085	438	...	3,031
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4,160	23,960	462	9,739	3,373	12,500	54,194	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,160	23,960	462	9,739	3,373	12,500	54,194	...	...	...	...	...	...	...
14,689	1,59,077	5,015	1,76,033	14,916	17,863	3,87,593	1,508	...	...	1,085	438	...	3,031
...	1,63,123	2,219	238	5,185	1,599	1,72,364	...	...	...	...	...	...	...
135	31,599	226	74	700	113	32,847	...	...	...	...	...	...	...
135	1,94,722	2,445	312	5,885	1,712	2,05,211	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
135	1,94,722	2,445	312	5,885	1,712	2,05,211	...	...	...	...	...	...	...
14,824	3,53,799	7,460	1,76,345	20,801	19,575	5,92,804	1,508	...	...	1,085	438	...	3,031

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in Bengal

Objects of Expenditure.	PUBLIC						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges—English ...	71,850	...	...	1,59,572	59,118	52,145	3,42,685
Professional Colleges—							
Law ...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...
Teaching ...	2,600	...	...	...	...	...	2,600
Total for Colleges ...	74,450	...	...	1,59,572	59,118	52,145	3,45,285
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys ... High Schools ... English ...	1,78,522	1,311	8,368	8,03,798	73,357	53,323	11,18,679
For Boys ... Middle ,, ... English ...	1,04,339	1,32,962	13,461	5,38,427	1,71,664	69,582	10,30,435
For Boys ... Middle ,, ... Vernacular ...	45,046	28,236	318	83,641	27,642	4,616	1,89,499
Total for Secondary Schools for Boys ...	3,27,907	1,62,509	22,147	14,25,866	2,72,663	1,27,521	23,38,613
For Girls ... High Schools ... English ...	74,547	...	1,275	1,31,074	30,557	38,794	2,76,247
For Girls ... Middle ,, ... English ...	57,406	...	6,925	67,374	27,123	35,561	1,94,389
For Girls ... Middle ,, ... Vernacular ...	11,333	288	4,884	3,518	15,267	2,562	37,852
Total for Secondary Schools for Girls ...	1,43,286	288	13,084	2,01,966	72,947	76,917	5,08,488
Total Secondary Schools both for Boys and Girls ...	4,71,193	1,62,797	35,231	16,27,832	3,45,610	2,04,438	28,47,101
Primary Schools.							
For Boys ... Upper Primary ...	25,578	1,48,498	12,311	3,52,915	52,565	8,639	6,00,506
For Boys ... Lower ,, ...	58,706	3,31,642	37,166	10,30,650	1,28,050	25,267	16,11,481
Total for Primary Schools for Boys ...	84,284	4,80,140	49,477	13,83,565	1,80,615	33,906	22,11,987
For Girls ... Upper Primary ...	32,639	6,094	5,454	10,124	21,219	38,107	1,13,637
For Girls ... Lower ,, ...	48,251	1,31,786	14,559	10,665	38,069	34,656	2,77,986
Total for Primary Schools for Girls ...	80,890	1,37,880	20,013	20,789	59,288	72,763	3,91,623
Total Primary Schools for Boys and Girls ...	1,65,174	6,18,020	69,490	14,04,354	2,39,903	1,06,669	26,03,610
Schools for Special Instruction.							
Training Schools for—							
(a) Masters ...	8,173	...	...	...	5,122	6,320	19,615
(b) Mistresses ...	12,240	...	390	2,902	13,056	1,783	30,431
Schools of Art ...	...	...	340	23,294	7,500	8,050	39,184
Law Schools ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	17,146	...	2,772	10,823	16,367	31,828	78,939
Commercial Schools ...	2,610	...	...	1,850	1,500	126	6,086
Agricultural Schools ...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...	...
Other Schools — Madrassahs ...	8,829	8,307	487	28,786	16,974	1,723	65,106
Other Schools — Miscellaneous Schools ...	41,699	44,481	17,133	72,420	44,157	49,346	2,69,236
Total ...	90,697	52,788	21,122	1,40,138	1,04,676	99,176	5,08,597
Total of Direct Expenditure ...	8,01,514	8,33,605	1,25,843	33,31,896	7,49,307	4,62,428	63,04,593
INDIRECT EXPENDITURE.							
Buildings ...	1,83,708	16,515	3,587	21,960	45,468	1,04,784	3,76,022
Furniture and Apparatus (Special Grants only) ...	92,811	9,917	1,790	24,039	23,242	43,499	1,95,298
Total ...	2,76,519	26,432	5,377	45,999	68,710	1,48,283	5,71,320
University ...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical College ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Secondary Schools ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Primary Schools ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Special Schools ...	...	...	...	...	...	...	...
Total Charges for scholarships ...	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges ...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols ...	...	...	...	...	...	...	...
Stipends prizes and rewards to Maktabs ...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	2,76,519	26,432	5,377	45,999	68,710	1,48,283	5,71,320
Total Expenditure on Public Instruction in 1911-1912.	10,78,033	8,60,037	1,31,220	33,77,895	8,18,017	6,10,711	68,75,913

(a) Includes Rs. 150 paid to an unaided
(b) Ditto Rs. 5,672 from Provincial
(c) Ditto Rs. 36,192 ditto
(d) Ditto Rs. 1,107 from District
(e) Ditto Rs. 930 ditto
(f) Ditto Rs. 220 from Municipal
(g) Ditto Rs. 9,736 given as grants to
(h) Ditto Rs. 1,321 ditto

TABLE IV—*concluded.*

(as re-constituted on 1st April 1912) for the official year 1911-1912.

INSTITUTIONS. MANAGEMENT. Unaided				Total expenditure from—							
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources. Private.	All other sources. Public. Native States Revenues.	All other sources. Public. Imperial contributions.	Grand Total.
30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,44,801	5,059	1,03,979	3,53,839	(a) 4,74,179	...	...	6,46,481	2,35,712	...	...	13,56,372
22,713	...	...	22,713	27,037	...	...	71,234	...	...	...	98,271
...	...	...	...	2,33,844	...	...	59,385	...	...	...	2,93,229
...	...	...	...	2,04,932	...	...	15,994	12,378	...	...	2,33,304
...	...	...	...	70,643	...	...	...	...	...	...	70,643
2,67,514	5,059	1,03,979	3,76,552	10,10,635	...	...	7,93,094	2,48,090	...	...	20,51,819
12,45,821	1,20,736	1,14,053	14,80,610	4,11,291	1,561	9,896	23,27,076	3,64,878	1,200	...	31,15,902
1,96,338	97,109	22,707	3,16,154	1,24,091	1,45,111	13,723	7,94,494	3,62,048	844	...	14,40,311
16,515	7,331	2,739	26,585	47,524	41,546	318	1,14,203	43,506	...	...	2,47,097
14,58,674	2,25,176	1,39,499	18,23,349	5,82,906	1,88,218	23,937	32,35,773	7,70,432	2,044	...	48,03,310
...	...	...	...	1,31,756	300	1,275	1,38,435	69,799	...	...	3,41,565
3,612	300	1,300	5,212	69,739	...	6,925	92,937	64,284	...	...	2,33,885
...	591	...	591	15,313	288	4,884	3,625	18,195	356	...	42,661
3,612	891	1,300	5,803	2,16,808	588	13,084	2,34,997	1,52,278	356	...	6,18,111
14,62,286	2,26,067	1,40,799	18,29,152	7,99,714	1,88,806	37,021	34,70,770	9,22,710	2,400	...	54,21,421
9,315	3,565	1,529	14,409	75,520	1,50,021	12,908	3,67,607	66,165	600	...	6,72,911
1,57,870	24,866	6,926	1,89,662	60,650	4,39,018	37,590	12,86,872	1,95,176	1,232	...	20,20,538
1,67,185	28,431	8,455	2,04,071	1,36,170	5,89,039	50,588	16,54,479	2,61,341	1,832	...	26,93,449
25	1,119	...	1,144	40,408	6,354	7,173	10,712	61,337	...	...	1,25,984
965	4,590	2,446	8,001	64,950	1,33,213	14,715	11,667	80,655	144	...	3,05,344
990	5,709	2,446	9,145	1,05,358	1,39,567	21,888	22,379	1,41,992	144	...	4,31,328
1,68,175	34,140	10,901	2,13,216	2,41,528	7,28,606	72,476	16,76,858	4,03,333	1,976	...	31,24,777
...	...	...	...	2,39,072	...	...	10,124	11,657	...	...	2,60,853
...	...	...	...	32,476	...	890	3,103	14,934	...	...	50,903
180	...	1,716	1,896	40,225	...	340	27,561	17,266	...	...	86,392
...	...	...	...	...	...	...	...	...	...	...	...
51,468	240	...	51,708	78,107	...	...	69,770	240	...	...	1,48,117
...	...	...	...	52,618	...	...	7,282	4,290	...	...	64,190
1,241	11,565	3,399	16,205	60,568	24,560	3,234	23,395	80,959	...	...	1,92,716
20,365	...	1,073	21,438	19,287	...	...	26,867	2,699	...	...	48,853
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
8,490	5,821	4,307	18,618	61,636	8,307	487	70,955	46,946	...	...	1,68,331
36,108	50,879	99,942	1,86,929	45,358	44,481	17,133	1,08,686	2,44,801	...	...	4,60,959
1,17,852	68,505	1,10,437	2,96,794	6,29,847	77,348	21,584	3,47,743	4,23,792	...	...	15,00,314
20,15,827	3,33,771	3,66,116	27,15,714	26,81,724	9,94,760	1,31,081	62,88,465	19,97,925	4,376	...	1,20,98,331
4,826	26,363	2,44,229	2,75,418	(b) 10,18,824	(d) 1,81,045	(f) 6,026	27,059	4,23,935	100	...	16,56,989
6,080	8,977	50,771	65,828	(c) 2,14,138	(e) 42,446	2,066	39,943	90,954	...	...	3,89,547
10,906	35,340	2,95,000	3,41,246	12,32,962	2,23,491	8,092	67,002	5,14,889	100	...	20,46,536
...	...	...	...	68,500	...	...	4,42,812	2,82,662	...	...	7,93,974
...	...	...	...	1,06,278	...	...	...	...	...	...	1,06,278
...	...	...	...	7,54,152	48,845	1,798	...	317	...	...	8,05,112
...	...	...	...	1,06,489	...	...	396	21,810	...	...	1,28,695
...	...	...	...	8,557	209	...	...	6,417	...	...	15,183
...	...	...	...	30,317	2,026	111	...	4,318	...	...	36,772
...	...	...	...	45,114	21,216	965	...	1,147	67	...	68,509
...	...	...	...	821	8,990	117	...	...	...	...	9,928
...	...	...	...	9,605	568	...	...	883	...	...	11,056
...	...	...	...	13,361	4,617	155	...	256	177	...	18,566
...	...	...	...	3,273	2,402	285	...	3,249	...	...	9,209
...	...	...	...	2,17,537	40,028	1,633	398	38,080	244	...	2,97,918
...	...	...	...	2,79,056	1,465	2,954	9,14,893	2,69,166	272	...	14,67,866
...	...	...	...	4,694	9,832	818	861	365	...	...	16,570
...	...	...	...	6,725	98	...	8,840	1,649	...	...	17,312
...	...	...	...	1,647	60	84	...	...	...	...	1,791
...	...	...	...	86	159	135	...	413	...	...	793
...	...	...	...	180	...	108	...	...	...	...	288
...	...	...	...	1,13,824 (g)	47,476	5,590	65,885	1,60,232 (h)	...	...	3,93,007
...	...	...	...	4,06,212	59,090	9,689	9,90,479	4,31,825	272	...	18,97,567
10,906	35,340	2,95,000	3,41,246	27,85,641	3,71,454	21,212	15,00,689	12,67,773	616	...	59,47,885
20,26,733	3,69,111	6,61,116	30,56,960	54,67,365	13,66,214	1,52,293	77,89,154	32,65,698	4,992	...	1,80,45,716

College from Provincial Revenues.
Revenues given to Unaided schools.
ditto ditto.
Funds ditto.
ditto ditto.
ditto ditto.
uropean and Eurasian Cadets.
ditto ditto.

EDUCATION—GENERAL

Return of the Stages of Instruction of pupils in Public Schools for Secondary and Primary

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools for Boys. (*English and Vernacular.*)								
Government ... English ...	42	14,077	7,219	...	7,219	3,389	...	3,389
Government ... Vernacular ...	3	129	...	...	...	9	...	9
District Fund ... English ...	38	3,926	...	...	...	759	...	759
District Fund ... Vernacular ...	49	3,585	...	...	...	376	...	376
Municipal ... English ...	6	1,975	623	...	623	547		547
Municipal ... Vernacular ...	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular ...	...	...	...	...	...	...	...	...
Aided ... English ...	988	131,951	20,140	...	20,140	29,537	96	29,633
Aided ... Vernacular ...	402	24,639	...	...	...	2,916	2	2,918
Unaided ... English ...	659	119,595	28,072	...	28,072	27,554	...	27,554
Unaided ... Vernacular ...	60	4,523	...	...	...	572	...	572
Total ...	2,247	304,400	56,054	...	56,054	65,659	98	65,757
Secondary Schools for Girls. (*English and Vernacular.*)								
Government ... English ...	6	947	...	114	114	...	171	171
Government ... Vernacular ...	2	246	...	...	...	...	8	8
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular ...	...	...	...	...	...	...		
Municipal ... English ...	...	...	...	...	...	...	...	...
Municipal ... Vernacular ...	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular ...	...	...	...	...	...	...	...	...
Aided ... English ...	38	5,233	...	262	262	6	833	839
Aided ... Vernacular ...	21	2,462	...	1	1	...	70	70
Unaided ... English ...	2	110	...	13	13	...	42	42
Unaided ... Vernacular ...	1	58	...	...	...	...	2	2
Total ...	70	9,056	...	390	390	6	1,126	1,132
Total Secondary Schools for boys and girls.	2,317	313,456	56,054	390	56,444	65,665	1,224	66,889
Primary Schools for Boys.								
Government	118	5,140	...	...	...	...	...	...
District Fund	1,351	70,873	...	...	...	...	...	...
Municipal	7	386	...	...	...	...	...	...
Native States	27	896	...	...	...	...	...	...
Aided	22,906	871,691	...	...	...	24	...	24
Unaided	4,197	125,114	...	...	...	...	...	...
Total ...	28,606	1,074,100	...	...	...	24	...	24
Primary Schools for Girls.								
Government	77	3,534	...	...	...	...	1	1
District Fund	2	119	...	...	...	...	2	2
Municipal	2	153	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...
Aided	5,624	132,347	...	...	...	...	20	20
Unaided	875	16,927	...	...	...	...	1	1
Total ...	6,580	153,080	...	...	...	...	24	24
Total Primary Schools for boys and girls.	35,186	1,227,180	...	...	...	24	24	48
Grand Total for 1911-1912 ...	37,503	1,540,636	56,054	390	56,444	65,689	1,248	66,937

TABLE V.

Education in Bengal (as reconstituted on 1st April 1912) at the end of the official year 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,483	...	2,483	964	...	964	22	...	22	14,077	...	14,077
9	...	9	55	...	55	56	...	56	129	...	129
1,121	1	1,122	1,930	9	1,939	105	1	106	3,915	11	3,926
727	...	727	1,713	3	1,716	764	2	766	3,580	5	3,585
416	...	416	356	...	356	33	...	33	1,975	...	1,975
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
36,496	133	36,629	41,501	396	41,897	3,610	42	3,652	131,284	667	131,951
5,263	1	5,264	12,131	72	12,203	4,192	62	4,254	24,502	137	24,639
29,236	2	29,238	31,527	58	31,585	3,113	33	3,146	119,502	93	119,595
1,111	1	1,112	2,155	15	2,170	660	9	669	4,498	25	4,523
76,862	138	77,000	92,332	553	92,885	12,555	149	12,704	303,462	938	304,400
...	178	178	2	482	484	...	...	...	2	945	947
...	15	15	...	94	94	...	129	129	...	246	246
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
28	980	1,008	602	2,178	2,780	49	295	344	685	4,548	5,233
...	203	203	46	1,290	1,336	21	831	852	67	2,395	2,462
...	30	30	14	11	25	...	...	...	14	96	110
...	4	4	...	34	34	...	18	18	...	58	58
28	1,410	1,438	664	4,089	4,753	70	1,273	1,343	768	8,288	9,056
76,890	1,548	78,438	92,996	4,642	97,638	12,625	1,422	14,047	304,230	9,226	313,456
939	2	941	2,998	6	3,004	1,172	23	1,195	5,109	31	5,140
180	2	182	37,596	753	38,349	30,196	2,146	32,342	67,972	2,901	70,873
13	...	13	285	2	287	84	2	86	382	4	386
7	...	7	410	6	416	453	20	473	870	26	896
25,851	78	25,929	492,995	18,041	511,036	306,651	28,051	334,702	825,521	46,170	871,691
666	...	666	64,647	1,836	66,483	52,940	5,025	57,965	118,253	6,861	125,114
27,656	82	27,738	598,931	20,644	619,575	391,496	35,267	426,763	1,018,107	55,993	1,074,100
...	87	87	7	1,959	1,966	17	1,463	1,480	24	3,510	3,534
...	3	3	...	50	50	...	64	64	...	119	119
...	12	12	...	93	93	...	48	48	...	153	153
...	...	...	...	...	...	...	...	...	...	...	...
25	951	976	1,270	54,675	55,945	1,210	74,196	75,406	2,505	129,842	132,347
...	14	14	164	5,236	5,400	312	11,200	11,512	476	16,451	16,927
25	1,067	1,092	1,441	62,013	63,454	1,539	86,971	88,510	3,005	150,075	153,080
27,681	1,149	28,830	600,372	82,657	683,029	393,035	122,238	515,273	1,021,112	206,068	1,227,180
104,571	2,697	107,268	693,368	87,299	780,667	405,660	123,660	529,320	1,325,342	215,294	1,540,636

EDUCATION—GENERAL

Return showing the results of the prescribed examinations in Bengal

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other institutions.	Total.*	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	1	1	...	2	88	20	...	158	261
2. Master of Science	1	1	...	2	24	5	...	27	56
3. Bachelor of Arts	8	4	7	19	279	230	470	64	1,043
4. Bachelor of Science	4	2	4	10	140	50	70	6	266
5 Intermediate Examination in Arts	9	9	14	32	584	1,019	1,510	67	3,180
6. Intermediate Examination in Science	6	4	7	17	220	213	569	7	1,009
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
1. Master of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	3	...	2	5	210	...	203	82	495
(b) Medicine—									
1. Preliminary Scientific L. M. S. — Boys	...	...	...	...	...	...	...	...	...
1. Preliminary Scientific L. M. S. — Girls	...	...	...	...	...	...	...	...	...
2. First L. M. S. — Boys	...	...	...	...	...	...	...	...	...
2. First L. M. S. — Girls	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and first L. M. S. — Boys	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and first L. M. S. — Girls	...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examinations. — Boys	1	...	...	1	82	...	...	...	82
4. Second L. M. S. and re-examinations. — Girls	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M. B. — Boys	1	...	...	1	152	...	...	...	152
5. Preliminary Scientific M. B. — Girls	...	...	...	...	7	...	...	...	7
6. First M. B. — Boys	1	...	...	1	157	...	...	...	157
6. First M. B. — Girls	...	...	...	...	3	...	...	...	3
7. Combined Preliminary Scientific and first M. B. — Boys	...	...	...	...	...	...	...	...	...
7. Combined Preliminary Scientific and first M. B. — Girls	...	...	...	...	...	...	...	...	...
8. Second M. B. — Boys	1	...	...	1	11	...	...	...	11
8. Second M. B. — Girls	...	...	...	...	...	...	...	...	...
9. Honours in Medicine — Boys	...	...	...	...	...	...	...	...	...
9. Honours in Medicine — Girls	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine — Boys	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine — Girls	...	...	...	...	...	...	...	...	...
(c) Engineering—									
1. Bachelor of Engineering	1	...	...	1	19	...	...	...	19
2. Intermediate Examination in Engineering	1	...	...	1	31	...	...	...	31
(d) Teaching—									
1. B. T. Examination	2	...	...	2	38	...	...	3	41
2. L. T. Examination	1	1	...	2	12	11	...	...	23
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation — Boys	41	193	225	459	1,044	2,111	3,153	85	6,393
1. Matriculation — Girls	3	5	1	9	10	17	5	3	35
*2. B. Class Examination	2	...	...	2	9	...	...	...	9
3. C. Class Examination	1	...	...	1	2	...	...	...	2
4. Cambridge Senior Examination — Boys	...	3	3	6	...	43	25	3	71
4. Cambridge Senior Examination — Girls	...	6	...	6		35	...	9	44
5. Cambridge Junior Examination — Boys	1	6	3	10	7	95	26	1	129
5. Cambridge Junior Examination — Girls	1	9	...	10	9	38	...	...	47
6. Elementary Certificate Examination. — Boys	...	7	...	7	...	71	...	...	71
6. Elementary Certificate Examination. — Girls	...	9	...	9	...	53	...	...	53
7. Middle School Examination — Boys	121	1,235	565	1,971	2,120	11,218	7,690	...	21,028
7. Middle School Examination — Girls	5	28	...	33	49	111	...	...	160
8. Upper Primary Examination — Boys	238	4,164	686	5,088	2,614	26,537	11,126	...	40,307
8. Upper Primary Examination — Girls	18	125	3	146	92	413	7	...	512
9. Lower Primary Examination — Boys	1,389	17,589	1,535	20,523	7,235	74,336	12,296	...	93,867
9. Lower Primary Examination — Girls	63	1,260	47	1,370	282	2,577	95	..	2,954
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
*1 Training Schools for Masters — English	...	...	...	...	..	...	...	...	...
*1 Training Schools for Masters — Vernacular	2	1	...	3	73	6	...	...	79
2. School of Arts Examination	...	...	...	...	..	...	...	...	...
*3. Vernacular Medical Examination	1	...	...	1	44	...	..	...	44
*4. Overseer Examination	1	...	...	1	28	...	...	...	28
*5. Sub-Overseer Examination	3	3	...	6	95	8	...	...	103
*6. Survey Final Examination	...	...	...	...	...	...	...	...	...
7. Commerce—									
(a) Commercial Class, Final	1	...	...	1	15	...	...	...	15
(b) Ditto Special	1	...	7	8	83	...	33	8	124
8. Accounts Examination	...	..	...	...	...	..	...	...	...
*9. Sanskrit Title Examination	1	33		34	24	173		...	197
*10. Ditto Second Examination	1	170		171	37	903		...	940
*11. Ditto First Examination	1	262		263	19	1,310		...	1,329

* Statistics of these examinations for Eastern Bengal could not be included for want of information.

TABLE VI.

(as re-constituted on 1st April 1912) for the official year 1911-1912.

Number passed.					Race or Creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Baidyas, Baidyas and Kayasthas.	Others.	Muhammadans.	Bhuddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
41	13	...	99	153	2	1	51	83	[illegible]	10	...	...	...
15	3	...	17	35	...	...	12	21	2	...	...	...	...
191	149	266	28	634	5	5	234	285	67	37	1	...	...
83	29	43	2	157	...	...	56	83	15	3	...	...	...
353	518	687	33	1,591	11	17	518	761	171	113	...	...	...
147	123	223	4	497	5	...	159	255	62	16	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
104	...	109	32	245	...	5	86	109	42	2	...	...	[illegible]
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	..		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
52	...	...	...	52	...	...	16	31	4	1	...	...	.
...	...	...	...	..	...	...	...	...	...	...	...	...	...
98	...	...	...	98	1	...	24	68	2	3	...	...	...
1	...	...	...	1	1	...	...	..	...	...	...	...	...
104	..	...	...	104	...	...	36	66	2	...	...	...	...
2	...	...	...	2	2	..	...		...	...	...	...	...
...	...	...	...	...	...	...	...	...	—	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	3	...	...	...	3	...	...	..	...	...
...		...	...	...	...	...	...	...	...		...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	16	...	...	8	6	2	...	...	...	...
31	...	.	...	31	1	.	13	7	10	..	...	...	...
33	...	...	53	36	...	...	13	19	3	1	...	...	..
10	6	...	...	16	...	.	4	6	2	4	...	...	
830	1,350	1,902	49	4,131	5	21	1,313	1,655	721	399	7	...	10
9	15	3	3	30	...	16	1	10	2	...	...	1	...
4	...	...	...	4	...	...	2	...	1	1	...	...	...
1	...	...	...	1	...	...	1	...	...	...	...	...	...
..	26	13	...	89	34	...	1	...	1		...	2	1
...	17	...	3	20	17	...	...	...	1	...	...	...	2
2	38	13	...	53	45	...	1	.	1	1	1	3	1
4	31	...	...	35	33	...	...	...	2	...	...	...	...
...	33	...	...	33	33	...	..	...	...	...	...	...	...
...	34		...	34	31	...	...	...	...	...	...	2	1
1,621	3,359	5,557	...	15,527	...	44	3,736	2,665	5,460	3,575	35	...	12
46	101	...	..	147	...	69	13	24	41	...	...	...	...
2,091	20,201	8,801	...	31,093	1	101	5,602	4,637	11,641	8,982	71	...	58
76	346	7	...	429	...	165	50	65	118	30	1	...	...
5,422	55,426	9,658	...	70,506	5	203	7,860	17,967	18,872	25,177	195	...	227
217	1,945	65	...	2,227	1	207	367	700	490	445	8	...	9
...	...	...	...	...	...	...	...	...	...	...	...	...	...
68	1	...	...	69	...	...	12	18	36	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	...	...	...	36	...	2	9	18	7	...	...	...	...
17	...	...	...	17	4	...	5	7	1	...	...	...	...
56	5		...	61	7	...	19	24	11	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	5	...	...	2	3		...	...	...	..
53	...	8	5	66	7	...	29	26	4	...	...	...	...
...	...	...	...	...	..	...	...	...	...	..	...	...	...
19	96		...	115	...	...	110	5	...	...	...	...	...
32	555		...	587	...	...	528	59	...	...	...	...	...
9	600		...	609	...	...	554	55	..	...	...	...	..

§ Female candidates.

EDUCATION—GENERAL

Return showing the Distribution of District Board, and Municipal Expenditure on Public

Objects of Expenditure.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by—		
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DIRECT EXPENDITURE.														
UNIVERSITY EDUCATION.					Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges—English... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges—Law ...	...	...	...	...		...	...	...		...	...	...	...	...
Total ...	...	...	...	...	...	...		...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.														
Secondary Schools.														
For Boys—														
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	250	1,311
Middle ,, English ...	38	3,926	3,712	2,957	...	12,149	...	20,685	1,395	379	34,808	...	...	1,32,962
Middle ,, Vernacular	49	3,585	3,241	2,584	...	13,310	...	13,728	1,099	79	28,216	...	...	28,236
For Girls—														
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	300	...	...
Middle ,, English ...	...	...	...	...	...	...	...	...	...		...		...	
Middle ,, Vernacular	...	...	...	...	...	...	...	...	...	...		...	...	288
Total Secondary Schools ...	87	7,511	6,953	5,541	...	25,459	...	34,613	2,494	458	63,024	300	250	1,62,797
Primary Schools.														
For Boys—														
Upper Primary	16	904	790	653	...	1,523	...	1,540	...	...	3,063	...	...	1,48,498
Lower ,, ...	1,335	69,969	63,467	52,451	1,238	1,07,376	...	96,699	8,849	966	2,15,128	...	...	3,31,642
Total Primary Schools for boys.	1,351	70,873	64,257	53,104	1,238	1,08,899	...	98,239	8,849	966	2,18,191	...	...	4,80,140
For Girls—														
Upper Primary	1	59	51	23	240	260	...	...	...	...	500	...	...	6,094
Lower ,, ...	1	60	54	50	...	249	...			...	249	1,178	...	1,31,786
Total Primary Schools for girls.	2	119	105	73	240	509	...	...	...	...	749	1,178	...	1,37,880
Grand total Primary Schools for boys and girls.	1,353	70,992	64,362	53,177	1,478	1,09,408	...	98,239	8,849	966	2,18,940	1,178	...	6,18,020
SCHOOL EDUCATION—SPECIAL.														
Schools for Special Instruction.														
Training schools—														
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses		...	...		...	...	...	...	...	...	...	...		...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	9	517	502	412	4,160	23,960	462	9,739	3,373	12,500	54,194	600	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools—														
Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...		8,307
Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,481
Total ...	9	517	502	412	4,160	23,960	462	9,739	3,373	12,500	54,194	600	...	52,788
INDIRECT EXPENDITURE.														
Buildings	...	...	...	...	...	1,63,123	...	238	5,185	1,574	1,70,120	300	...	17,622
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	31,599	...	27	700	...	32,326	...	...	10,847
Total ...	...	...	...	...	...	1,94,722	...	265	5,885	1,574	2,02,446	300	...	28,469
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—														
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...		...	...		...	...	...	...
Other Special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ,, ,,	...		...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total for 1911-1912	1,449	79,020	71,817	59,130	5,638	3,53,549	462	1,42,856	20,601	15,498	5,38,604	2,378	250	8,62,074

TABLE VII.

Instruction in Bengal (as re-constituted on 1st April 1912) for the year 1911-1912.

Total District Fund Expenditure on Public Instruction	EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION. In Institutions managed by Municipal Boards. Number of Institutions.	Number of scholars on the roll on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions	Endowments and other sources.	Total.	In institutions managed by— Government.	District Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of District and Municipal Boards on Public Instruction.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1	78	78	68	2,871	...	...	2,200	...	1,649	6,720	...	...	...	.	...
...	1	12	12	10	.	...	...	821	...		821	...	...		...	...
...	2	90	90	78	2,871	...	...	3,021	...	1,649	7 541	...	.	...		...
1,561	3	1,214	1,148	953	6,148	1,528	250	23,011	...	2,029	32,966	...	.	8,368	9,896	11,457
1,45,111	3	761	788	654	...	262	...	6,161	...	2	6,425	.	...	13,461	13,723	1,58,834
41,546	...	...	...	...	...	...	...	...	..	...	...	.	...	318	318	41,864
300	...	...	...	...	...	...	...	...	...		...	...	...	1,275	1,275	1,575
...	.	...	...	...	..	...	...	...	...	...	...	...	...	6,925	6,925	6,925
288	...		...	...	..	...	...	...	...	...	...	...	..	4,884	4,884	5,172
1,88,806	6	1,975	1,936	1,607	6,148	1,790	250	29,172	...	2,031	39,391	...	...	35,231	37,021	2,25,827
1,50,021	2	101	97	67	...	687	...	205	..	...	892	...	...	12,311	12,998	1,63,019
4,39,018	5	285	276	221	32	424	...	654	.	...	1,110	...	...	37,166	37,590	4,76,608
5,89,039	7	386	373	288	32	1,111	...	859	...	...	2,002	...		49,477	50,588	6,39,627
6,354	2	153	158	91	...	1,652	...	390	200	259	2,501	67	...	5,454	7,173	13,527
1,33,213	...	...	...	...	...	...	...	..	...	...	...	156	...	14,559	14,715	1,47,928
1,39,567	2	153	158	91	...	1,652	...	390	200	259	2,501	223	...	20,013	21,888	1,61,455
7,28,606	9	539	531	379	32	2,763	...	1,249	200	259	4,503	223	...	69,490	72,476	8,01,082
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	390	390	390
...	...	...	...	...	...	...	...	...	.	...	...	..	...	340	340	340
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24,560	...	...	...	...	—		...	...	...	...	...	...	462	2,772	3,234	27,794
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8,307	...	...	...	...	...	...	...	...	...	...	...	...	...	487	487	8,794
44,481	...	...	...	...	...	...	...	...	...	...	...	...	...	17,133	17,133	61,614
77,348	...	...	...	...		...	...	...	...	...	...	..	462	21,122	21,584	98,932
1,81,045	...	...	...	...	...	2,219	...	...	...	25	2,244	...	...	3,807	6,026	18,7,071
42,446	...	...	...	...	135	226	...	47	...	113	521	50	...	1,790	2,066	44,512
223,491	...	...	...	...	135	2,445	...	47	...	138	2,765	50	...	5,597	8,092	2,31,583
48,845	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,798	50,643
...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...
209	...	...	...	...	...	...	...	...	...	...	.	...	...	...		209
2,026	.	...	...	...	...	...	...	...	...	...	...	...	..	...	111	2,137
21,216	...	...	...	...	...	...	...	...	..	...	...	...	...	...	965	22,181
8,990	...	...	...	...	...	...	...	...	...	...	...	...	...	...	117	9,107
568	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	568
4,617	...	...	...	...	...	...	...	...	...	...	...	...	...	...	155	4,772
2,402	...	...	...	...	...	...	...	...	...	...	...	..	...	...	285	2,687
...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...
40,028	...	...	...	...	...	...	...	...	...	...	...	..		...	1,633	41,661
59,090	...	.	...	...	...	...	...	...	...		.	..	...	...	9,689	68,779
13,66,214	17	2,604	2,557	2,064	9,186	6,998	250	33,489	200	4,077	54,200	273	462	1,31,440	1,52,293	15,18,507

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal (as re-constituted on 1st April 1912) for the year 1911-1912.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are Students of—					Expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males—													
Managed by Government ...	158	4,326	1,051	337	1,469	22	1,447	90,341	120	5,484	2,09,626	...	3,05,571
Managed by District or Municipal Boards.	6	152	50	...	10	...	92	294	985	60	8,344	...	9,683
Aided by Government or by District or Municipal Boards.	71	3,362	669	...	2,288	362	103	78,320	2,094	74,631	1,96,362	152	3,51,559
Maintained by Native States	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	235	5,919	951	...	4,493	138	337	800	...	84,337	3,16,959	...	4,02,096
Total ..	470	13,759	2,661	337	8,260	522	1,979	1,69,755	3,199	1,64,512	7,31,291	152	10,68,909
For Females—													
Managed by Government ...	9	270	23	7	192	8	40	48,232	...	...	10,338	120	58,690
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	37	2,362	2	1	1,816	448	105	61,069	1,220	79,946	1,42,548	...	2,84,783
Maintained by Native States	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	22	979	25	39	419	447	49	...	...	24,708	30,716	...	55,424
Total ...	68	3,611	50	47	2,417	903	194	1,09,301	1,220	1,04,654	1,83,602	120	3,98,897
Grand Total ..	538	17,370	2,711	384	10,677	1,425	2,173	2,79,056	4,419	2,69,166	9,14,893	272	14,67,806

" Boarders " means only pupil-boarders.

GENERAL STATISTICS.

EDUCATION—GENERAL TABLE IX.

Return showing the classification of pupils by ages in Bengal (as reconstituted on 1st April 1912) for the year 1911-1912.

Ages.	Infants.		Primary.				Middle.		High.				Total.
	A.	B.	I	II	III	IV	V	VI	4th class.	3rd class.	2nd class.	1st class.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Below 5 ...	32,625	4,887	15,916	47	9	...	..	...	...	...	...	...	53,484
5 to 6 ...	191,317	37,951	15,633	3,330	164	33	...	...	...	...	...	...	248,428
6 to 7 ...	181,355	49,914	40,424	10,946	2,043	171	14	...	...	...	...	...	284,867
7 to 8 ...	146,543	43 424	30,577	17,244	12,968	1,602	99	34	...	...	...	...	251,491
8 to 9 ...	23,384	26,785	46,819	31,621	20,137	5,130	514	63	...	...	...	...	154,453
9 to 10 ...	11,499	17,728	42,058	34,018	27,264	9,945	2,247	331	34	1	...	...	145,125
10 to 11 ...	4,896	7,440	27,025	36,751	24,310	12,282	6,776	1,263	167	20	...	...	120,930
11 to 12 ..	1,777	3,316	10,908	22,123	20,432	11,429	8,935	3,527	1,128	115	6	1	83,697
12 to 13 ...	743	1,205	5,057	11,061	12,020	11,024	9,164	5,365	2,971	784	68	3	59,774
13 to 14 ...	445	436	2,342	6,795	7,268	6,926	7,972	6,195	4,277	2,605	520	47	45,828
14 to 15 ...	309	248	561	2,600	3,452	2,963	6,367	5,445	4,106	3,690	1,949	342	32,242
15 to 16 ...	227	268	521	1,538	1,629	1,884	3,314	3,944	3,304	3,078	2,954	1,987	24,648
16 to 17	248	226	266	469	588	1,180	1,245	1,883	2,156	2,307	2,622	2,708	15,903
17 to 18 ...	141	162	231	243	145	502	383	992	1,002	1,394	1,810	2,242	9,307
18 to 19 ...	321	186	179	228	39	105	160	290	628	727	990	1,638	5,491
19 to 20 ...	151	116	182	194	22	48	54	133	172	296	444	959	2,771
Over 20	251	161	224	247	80	50	66	50	136	145	191	596	2,197
Total ...	595,232	194,453	239,223	179,455	132,579	65,274	47,310	29,820	20,141	15,072	11,554	10,523	1,540,636
	7,89,685		6,16,531				77,130(b)		57,290(a)				
	14,06,216												

(b) Includes 11,039 pupils reading in Standard V (Upper Primary stage) of Upper Primary Schools in Eastern Bengal.
(a) Includes 846 pupils reading in Standard VII (Middle stage) of Middle Vernacular Schools in Eastern Bengal.
N. B.—Some of the college authorities in West Bengal were unable to supply statistics of their pupils by ages: hence the omission of the columns for Colleges.

EDUCATION—GENERAL TABLE X.

Return showing the number and qualifications of teachers in Bengal as re-constituted on the 1st April 1912 for 1911-1912.

	In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Trained ...	135	859	1	2,963	243	16	126	4	1,444	490	79	...	5	255	200	9	...	...	22	43	6,894
Untrained ...	227	1,244	14	29,357	4,947	57	210	21	4,214	1,761	526	...	44	2,381	3,366	146	...	6	109	121	48,751
Total ...	362	2,103	15	32,320	5,190	73	336	25	5,658	2,251	605	...	49	2,636	3,566	155	.	6	131	164	55,645
Possessed of a University degree.	1	...	..	...	...	5	...	...	22	2	186	...	10	499	616	136	...	4	104	143	1,728
No degree ...	361	2 103	15	32,320	5,190	68	336	25	5,636	2,249	419	...	39	2,137	2,950	19	..	2	27	21	53,917
Total ...	362	2,103	15	32,320	5,190	73	336	25	5,658	2,251	605	...	49	2,636	3,566	155	...	6	131	164	55,645

EUROPEAN EDUCATION—GENERAL TABLES.

BENGAL

(as re-constituted on 1st April 1912).

1911-1912.

EUROPEAN EDUCATION—GENERAL.

Return of European Schools and Scholars in

Class of Institutions.	Under Public Management. Managed by Government. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by District or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Native States. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private Public Institutions. Aided by Government or by District or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SCHOOL EDUCATION, GENERAL.																
SECONDARY SCHOOLS.																
For Boys—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	3	764	721	650
Middle Schools .. English ...	1	185	183	177	...	...	...	...	...	...	...	...	17	2,562	2,500	2,208
Middle Schools .. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Boys' Schools ...	1	185	183	177	...	...	...	...	...	...	...	...	20	3,326	3,221	2,858
For Girls—																
High Schools ... English ...	...	...	...	...	...	...	...		...	...	...	...	5	1,043	1,002	918
Middle Schools ... English ...	1	119	120	113	...	...	...	...	...	...	...	...	15	2,142	2,062	1,884
Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Girls' Schools ...	1	119	120	113	...	...	...	...	...	...	...	...	21	3,185	3,064	2,802
GRAND TOTAL SECONDARY SCHOOLS FOR BOYS AND GIRLS ...	2	304	303	290	...	...	...	...	...	...	...	...	41	6,511	6,285	5,660
PRIMARY SCHOOLS.																
For Boys—																
Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	2	139	138	120
Lower Primary	...	...	...	...	...	...	...	...	...	...	...	...	2	112	102	95
Total Primary Schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	4	251	240	215
For Girls—																
Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	5	312	315	254
Lower Primary	...	...	...	...	...	...	...	...	...	...	...	...	3	76	67	55
Total Primary Schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	..	8	388	382	309
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	...	...	...	...	...	...	...	...	...	...	...	...	12	639	622	524
SCHOOL EDUCATION, SPECIAL.																
SCHOOLS FOR SPECIAL INSTRUCTION.																
Training Schools—																
(a) For Masters	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses	1	20	20	20	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	1	6	6	6	...	...	...	...	...	...	...		4	312	135	121
Commercial Schools	1	3	3	3	...	...	...	...	...	...	...	...	2	240	51	38
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrassahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	3	29	29	29	...	...	...	...	...	...	...	...	6	372	186	159
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	5	333	332	319	...	...	...	...	...	...	...	...	59	7,522	7,093	6,343

PRIVATE INSTITUTIONS—

1. Advanced, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental Classic ... ...
2. Elementary, teaching a vernacular only or mainly { For Boys ... ,, Girls ...
3. Elementary, teaching the Koran ... ... { For Boys ... ,, Girls ...
4. Other schools not conforming to departmental standards ... ... { For Boys ... ,, Girls ...

Total ...

GRAND TOTAL FOR 1911-1912 ...

TABLE III.

Bengal (as re-constituted on 1st April 1912) for the official year 1911-1912.

TIONS. MANAGEMENT. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls mothly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st March learning— English. Boys.	English. Girls.	English. Total.	A classical language. Boys.	A classical language. Girls.	A classical language. Total.	A vernacular language. Boys.	A vernacular language. Girls.	A vernacular language. Total.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
2	570	547	499	5	1,334	1,334	...	1,334	848	...	848	916	...	916	...	...
...	...	...	...	18	2,747	2,229	518	2,747	592	126	718	681	81	762	518	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	570	547	499	23	4,081	3,563	518	4,081	1,440	126	1,566	1,597	81	1,678	518	...
...	...	...	...	6	1,043	141	902	1,043	13	592	605	...	...	...	...	141
1	58	66	61	17	2,319	396	1,923	2,319	4	287	291	...	...	...	...	396
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
1	58	66	61	23	3,362	537	2,825	3,362	17	879	896	...	...	...	...	537
3	628	613	560	46	7,443	4,100	3,343	7,443	1,457	1,005	2,462	1,597	81	1,678	518	537
...	...	...	...	2	139	73	66	139	...	...	...	7	4	11	66	...
..	...	...	...	2	112	104	8	112	...	...	...	...	...	...	8	...
...	...	...	...	4	251	177	74	251	...	...	...	7	4	11	74	...
...	...	...	...	5	312	142	170	312	...	...	...	4	...	4	.	142
...	...	...	...	3	76	36	40	76	...	...	...	1	2	3	...	36
...	...	...	...	8	388	178	210	388	...	...	...	5	2	7	...	178
...	...	...	...	12	639	355	284	639	...	...	...	12	6	18	74	178
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	20	...	20	20	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	5	138	126	12	138	...	...	...	...	...	...	...	...
...	...	...	...	3	243	15	228	243	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	9	401	141	260	401	...		...	...	...	...	...	...
3	628	613	560	67	8,483	4,596	3,887	8,483	1,457	1,005	2,462	1,609	87	1,696	592	715
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	1	98	98	...	98	21	...	21	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	1	98	98	...	98	21	...	21	...	...	...	...	...
...	...	...	...	68	8,581	4,694	3,887	8,581	1,478	1,005	2,483	1,609	87	1,696	592	715

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1912 in Bengal (as re-constituted on 1st April 1912) classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.*	Hindus. Brahmans.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others*	Total.
1		2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.											
Arts Colleges—											
English	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—											
Law	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...		...	...	...	...	...	...	...
Medicine	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Engineering	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...	...
Teaching	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	..	..	...	...	...	...	...	...
	Total ...	...	...	...	...	..	...	..	...	...	...
SCHOOL EDUCATION.											
GENERAL.											
Secondary Schools—											
For Boys— High Schools ...	Male ...	1,210	...	10	14	17	29	28	9	17	1,334
	Female ...	...	...	..	...	...	...	...	..	...	...
Middle Schools— English	Male ...	2,074	9	2	8	8	29	8	11	80	2,229
	Female ..	431	2	...	1	...	...	1	6	77	518
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
For Girls— High Schools ...	Male ...	128	...	2	...	...	2	1	1	7	141
	Female ...	857	6	17	...	...	...	2	3	17	902
Middle Schools— English	Male ...	371	4	5	...	...	1	...	12	3	396
	Female ...	1,849	12	15	...	...	...	1	36	10	1,923
Vernacular	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
	Total ...	6,920	33	51	23	25	61	41	78	211	7,443
Primary Schools—											
For Boys	Male ...	165	9	...	...	...	...	...	3	...	177
	Female ...	69	5	...	...	...	...	...	...	...	74
For Girls	Male ...	167	...	...	...	...	...	9	2	...	178
	Female ...	206	...	...	...	...	...	...	1	3	210
	Total ...	607	14	...	...	...	...	9	6	3	639
SCHOOL EDUCATION.											
SPECIAL.											
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	...	20
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	..	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	..	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	108	1	6	8	1	2	...	...	...	126
	Female ...	12	...	...	...	...	...	...	...	...	12
Commercial Schools	Male ...	15	...	..	...	...	...	...	...	...	15
	Female ..	195	27	...	...	...	...	...	1	5	228
Agricultural Schools.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Other Schools— Madrasas	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Reformatroy Schools	Male ...	...	...	...	..	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
	Total ...	350	28	6	8	1	2	...	1	5	401
Total for Colleges and Schools of Public Instruction.		7,877	75	57	31	26	63	50	85	219	8,483

* Include Aboriginal Christians.

EUROPEAN EDUCATION—GENERAL TABLE III A—*concluded.*

Number of Scholars in European Schools on the 31st March 1912 in Bengal (as re-constituted on 1st April 1912) classified according to Sex, Race or Creed—concluded.

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Mahammadans.	Buddhists.	Parsis.	Others.*	Total.
1		2	3	4	5	6	7	8	9	10	11
PRIVATE INSTITUTIONS.											
1. *Advanced, teaching—*											
(a) Arabic or Persian.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...		...	...	...	...	...	...	...	...	...
(b) Sanskrit ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a vernacular only or mainly :—*											
For Boys	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
3. *Elementary, teaching the Koran only—*											
For Boys	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standards :—*											
For Boys	Male ...	...	...	...	...	...	...	...	...	98	98
	Female ...	...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Total for Private Institutions ...		...	...	...	...	...	...	...	...	98	98
GRAND TOTAL FOR 1911-1912 ...		7,877	75	57	31	26	68	50	85	317	8,581

* Include Aboriginal Christians.

EUROPEAN EDUCATION—GENERAL

Return of Expenditure on Public Instruction in the European Schools

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.																					
	Managed by Government.							Managed by District or Municipal Boards.						Maintained by Native States								
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohein Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohein Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.																					
SCHOOL EDUCATION, GENERAL.																					
Secondary Schools.																					
For Boys ... High Schools English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Middle „ English ...	8,341	...	...	29,409	...	45	37,795	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Middle „ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	8,341	...	...	29,409	...	45	37,795	...	...		...	...	...	...	...	...	...	...	...	...	...
For Girls ... High Schools—English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Middle „ English ...	7,783	...	...	21,951	...	...	29,734	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Middle „ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	7,783	...	...	21,951	...	...	29,734	...	...	...	...		...	...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	16,124	...	...	51,360	...	45	67,529	...	...	...	...	...	...	...	...		...	...	...	...	...
Primary Schools.																					
For Boys ... Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																					
Training Schools for—																					
(a) Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
(b) Mistresses	7,431	...	...	...	...	...	7,431	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	4,680	...	...	1,000	...	...	5,680	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	500	...	...	600	...	...	1,100	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools: Reformatory Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools: Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools: Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	12,611	...		1,600	...	...	14,211	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ..	28,735	...	...	52,960	...	45	81,740	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special Grant only).	1,278	...	...	...	...	...	1,278	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,278	...	...	...	...	...	1,278	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Medical College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Other Professional Colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Other Special School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE IV.

in Bengal (as re-constituted on 1st April 1912) for the official year 1911-1912.

TUTIONS.

Under Private Management.											Total Expenditure from—							Grand Total.
Aided by Government or by District or Municipal Boards.							Unaided.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	All other sources. Private.	All other sources. Public. Native States Revenues.	All other sources. Public. Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
52,651	...	154	62,859	1,303	28,763	1,45,730	55,606	13,000	5,533	74,139	52,651	...	154	1,18,465	48,599	...	...	2,19,869
76,377	...	6,775	60,400	53,167	41,439	2,38,158	...	...	...	...	84,718	...	6,775	89,809	94,651	...	...	2,75,953
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,29,028	...	6,929	1,23,259	54,470	70,202	3,83,888	55,606	13,000	5,533	74,139	1,37,369	...	6,929	2,08,274	1,43,250	...	...	4,95,822
37,904	...	113	97,035	2,982	23,145	1,61,179	...	...	...	...	37,904	...	113	97,035	26,127	...	...	1,61,179
44,883	...	6,441	64,770	17,422	20,923	1,54,439	3,612	300	1,300	5,212	52,666	...	6,441	90,333	39,945	...	...	1,89,385
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
82,787	...	6,554	1,61,805	20,404	44,068	3,15,618	3,612	300	1,300	5,212	90,570	...	6,554	1,87,368	66,072		...	3,50,564
2,11,815	...	13,483	2,85,064	74,874	1,14,270	6,99,506	59,218	13,300	6,833	79,351	2,27,939	...	13,483	3,95,642	209,223	...	...	8,46,386
2,134	...	121	1,768	1,614	33	5,670	...	...	...	...	2,134	...	121	1,768	1,647	...	...	5,670
1,276	...	...	854	476	19	2,625	...	...	...	...	1,276	...	...	854	495	...	...	2,625
3,410	...	121	2,622	2,090	22	8,295	...	...	...	...	3,410	...	121	2,622	2,142	...	...	8,295
5,405	...	213	2,915	5,363	2,160	16,056	...	...	...	...	5,405	...	213	2,915	7,523	...	...	16,056
1,738	...	375	466	1,540	10	4,129	...	...	...	...	1,738	...	375	466	1,550	...	...	4,129
7,143	...	588	3,381	6,903	2,170	20,185	...	...	...	...	7,143	...	588	3,381	9,073	...	...	20,185
10,553	...	709	6,003	8,993	2,222	28,4802	...	...	...	...	10,553	...	709	6,003	11,215	...	...	28,480
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	7,431	...	...	...	...	...	...	7,431
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,740	...	...	8,526	1,168	160	14,594	...	...	...	...	9,420	...	...	9,526	1,328	...	...	20,274
2,610	...	...	1,859	1,500	126	6,086	...	...	...	...	3,110	...	...	2,450	1,626	...	...	7,186
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,350	...	...	10,376	2,668	286	20,680	...	...	...	...	19,961	...	...	11,976	2,954	...	...	34,891
2,29,718	...	14,192	3,01,443	86,535	1,16,778	7,48,666	69,218	13,300	6,833	79,351	2,58,453	...	14,192	4,13,621	2,23,491	...	...	9,09,757
18,789	...	...	20,269	4,552	15,954	59,564	3,580	2,115	131	5,826	18,789	...	...	23,849	22,752	...	...	65,390
680	...	...	20,584	5,221	7,090	33,575	2,316	3,578	719	6,613	1,958	...	...	22,900	16,608	...	...	41,466
19,469	...	...	40,853	9,773	23,044	93,139	5,896	5,693	850	12,439	20,747	...	...	46,749	39,360	...	..	1,06,856
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	17,853	...	...	...	...	...	...	17,853
...	...	...	...	...	...	...	...	...	...	...	1,555	...		...	...	...	...	1,555
...	...	...	...	...	...	...	...		...	...	571	...	...	...	...	...	...	571
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	10,294	...	...	...	...	...	..	10,294
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	12,420	...	...	...	...	...	...	12,420

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in the European Schools in

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.																					
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.							
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Miscellaneous—																					
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grants to European and Eurasian cadets.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	1,278	...	...	...	...	...	1,278	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1911-1912.	30,013	...	...	52,960	...	45	83,018	...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IV—*concluded.*

Bengal (as re-constituted on 1st April 1912) for the official year 1911-1912.

TUTIONS

Under Private Management.											Total Expenditure from—							Grand Total.
Aided by Government or by District or Municipal Boards.							Unaided.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources. Private.	All other sources. Public. Native States Revenues.	All other sources. Public. Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	1,85,374	...	...	3,08,995	1,11,747	...	...	6,06,116
...	...	...	...	...	...	...	...	...	...	...	1,952	...	...	861	264	...	...	3,077
...	...	...	...	...	...	...	...	...	...	...	2,184	...	...	6,703	...	...	...	8,887
...	...	...	...	...	...	...	...	...	...	...	9,736	...	...	...	1,321	...	...	11,057
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	224	...	...	38,315	1,13,196	...	...	1,51,647
...	...	...	...	...	...	...	...	...	...	...	1,99,470	...	...	3,54,874	2,28,440	...	...	7,80,784
19,469	...	...	40,853	9,773	23,044	93,139	5,896	5,693	850	12,439	2,50,490	...	...	4,01,623	2,65,800	...	...	9,17,913
2,49,187	...	14,192	3,42,296	96,308	1,39,822	8,41,805	65,114	18,993	7,683	91,790	5,06,943	...	14,192	6,15,244	4,89,291	...	...	18,27,670

EUROPEAN EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary official year

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools for Boys. (*English and Vernacular.*)								
Government ... English ...	1	185	...	...	...	80	...	80
Government ... Vernacular	...	...	...	...	...	...	...	...
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English ...	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	20	3,326	90	...	90	892	94	986
Aided ... Vernacular	...	...	...	...	...	...	...	...
Unaided ... English ...	2	570	84	...	84	235	...	235
Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total ...	23	4,081	174	...	174	1,207	94	1,301
Secondary Schools for Girls. (*English and Vernacular.*)								
Government ... English ...	1	119	...	...	...	...	62	62
Government ... Vernacular	...	...	...	...	...	...	...	...
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English ...	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English ...	21	3,185	...	93	93	2	618	620
Aided ... Vernacular	...	...	...	...	...	...	...	...
Unaided ... English ...	1	58	...	3	3	...	17	17
Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total ...	23	3,362	...	96	96	2	697	699
Total Secondary Schools for Boys and Girls.	46	7,443	174	96	270	1,209	791	2,000
Primary Schools for Boys.								
Government ...	...	...	...	...	...	...	...	...
District Fund ...	...	...	...	...	...	...	...	...
Municipal ...	...	...	...	...	...	...	...	...
Native States ...	...	...	...	...	...	...	...	...
Aided ...	4	251	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...
Total ...	4	251	...	...	...	...	...	...
Primary Schools for Girls.								
Government ...	...	...	...	...	...	...	...	...
District Fund ...	...	...	...	...	...	...	...	...
Municipal ...	...	...	...	...	...	...	...	...
Native States ...	...	...	...	...	...	...	...	...
Aided ...	8	388	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...
Total ...	8	388	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	12	639	...	...	...	...	...	...
GRAND TOTAL FOR 1911-1912 ...	58	8,082	174	96	270	1,209	791	2,000

GENERAL TABLE V.

Education of Europeans in Bengal (as re-constituted on 1st April 1912) at the end of the 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
47	...	47	58	...	58	...	...	...	185	...	185
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
743	128	871	1,083	296	1,379	...	...	...	2,808	518	3,326
...	...	...	...	...	...	...	...	...	...	...	...
136	...	136	115	...	115	...	...	...	570	...	570
...	...	...	...	...	...	...	...	...	...	...	...
926	128	1,054	1,256	296	1,552	...	...	...	3,563	518	4,081
...	25	25	...	32	32	...	...	...	...	119	119
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17	647	664	504	1,304	1,808	...	...	...	523	2,662	3,185
...	...	...	...	...	...	...	...	...	...	...	...
...	13	13	14	11	25	...	...	...	14	44	58
...	...	...	...	...	...	...	...	...	...	...	...
17	685	702	518	1,347	1,865	...	...	...	537	2,825	3,362
943	813	1,756	1,774	1,643	3,417	...	...	...	4,100	3,343	7,443
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17	13	30	160	61	221	...	...	...	177	74	251
...	...	...	...	...	...	...	...	...	...	...	...
17	13	30	160	61	221	...	...	...	177	74	251
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
24	41	65	154	169	323	...	...	...	178	210	388
...	...	...	...	...	...	...	...	...	...	...	...
24	41	65	154	169	323	...	...	...	178	210	388
41	54	95	314	230	544	...	...	...	355	284	639
984	867	1,851	2,088	1,873	3,961	...	...	...	4,455	3,627	8,082

EDUCATION--GENERAL TABLES,

BIHAR AND ORISSA,

1911-1912.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bihar and Orissa for the official year 1911-1912.

(For details, see General Table III.)

Area and population.			Institutions and scholars.	Public institutions.						Total.	Private Institutions.			Grand total.	Percentage of—
				University education.		School education, General.		School education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced	Elementary and other schools not conforming to Departmental Standards	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions—												
		Males 18,032,708	For males ...	7	4	440	21,990	128	1,856	24,425	782	2,685	3,467	27,892	Institutions to number of towns and villages. 27·7
		Females 18,827,328													
	Towns, including Municipalities 73	Total 36,860,036	For females ...	...	...	21	1,259	8	249	1,537	1	33	34	1,571	1·6
98,170 (*i.e.*, excluding 7 Feudatory States of Orissa).			Total ...	7	4	461	23,249	136	2,105	25,962	783	2,718	3,501	29,463	29·3
	Villages ... 1,00,398	Number of Population of schoolgoing age—													
	Total ... 1,00,471	Males 2,704,906	Scholars—												
			Males ...	1,430	111	53,947	567,341	2,153	44,939	669,921	9,639	31,772	41,411	711,332	Male scholars to male population of school-going age. 26·39
		Females 2,824,099													
		Total 5,529,005	Females ...	...	...	1,829	78,076	82	10,966	90,953	243	2,130	2,373	93,326	Female scholars to female population of school-going age. 3·39
			Total ..	1,430	111	55,776	645,417	2,235	55,905	760,874	9,882	33,902	43,784	804,658	14·5

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in Bihar and Orissa for the year 1911-1912.

[For details see General Table IV.]

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total Expenditure on Public Instruction.
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	1
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Institutions ... For Males	2,44,803	39,200	9,50,868	17,31,493	2,12,688	4,68,054	36,47,106	...	75,627	4,87,392	94,118	3,76,095	1,01,592	5,37,414	16,72,238	55,94,017
Institutions ... For Females	...	...	79,660	1,44,747	22,612	27,654	2,74,673									
Total ...	2,44,803	39,200	10,30,528	18,76,240	2,35,300	4,95,708	39,21,779	...	75,627	4,87,392	94,118	3,76,095	1,01,592	5,37,414	16,72,238	55,94,017
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	6·12	1·57	10·91	9·75	10·93	12·52	50·90	...	3·87	21·42	2·77	11·98	3·25	5·81	49·10	100
(b) Percentages of District or Local Fund expenditure included in columns 2—17 to total District or Local Fund expenditure on public instruction.	·37	...	8·92	59·33	·14	6·15	74·91	...	...	7·76	3·47	4·67	2·42	6·77	25·09	100
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·84	...	14·88	57·16	...	11·11	84·99	...	...	4·27	·28	1·23	2·62	6·61	15·01	100
(d) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction.	4·38	·71	18·42	33·51	4·21	8·87	70·10	...	1·35	8·72	1·68	6·72	1·82	9·61	29·90	100
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.									
Government Institutions—																
Cost to Provincial Revenues	187 3 6	307 14 6	15 10 0	9 13 9	101 12 11	177 4 0	41 0 2									
Cost to District or Local and Municipal Funds.	0 0 6	...	...	0 0 9	0 7 10	0 6 3	0 1 10									
Total cost ...	253 14 5	380 4 9	33 13 3	10 4 7	109 13 7	191 15 10	52 6 7									
District or Local Fund Schools—																
Cost to Provincial Revenues	...	...	...	...	...	...	...									
Cost to District or Local Fund	...	...	5 12 7	2 1 8	...	44 7 3	3 11 8									
Total cost ...	...	...	9 4 9	2 4 9	..	45 1 9	5 4 6									
Municipal Schools—																
Cost to Provincial Revenues	...	...	...	...	...	...	...									
Cost to Municipal Funds	73 1 2	...	3 3 0	3 11 7	...	...	4 4 4									
Total cost ...	429 1 2	...	9 4 6	4 0 4	...	...	11 13 3									
Institutions in Native States—																
Cost to Native States Revenues	...	...	12 13 6	2 3 4	.	8 12 10	5 14 3									
Cost to District and Municipal Funds ...	...	...	...	...	...	...	...									
Total cost ..	...	...	13 12 5	2 6 5	...	9 2 3	6 5 4									
Aided Institutions—																
Cost to Provincial Revenues	42 5 0	...	3 15 10	0 4 2	85 9 2	0 10 5	0 7 9									
Cost to District or Local and Municipal Funds.	...	...	1 7 3	0 15 3	...	1 3 3	0 15 11									
Total cost ...	113 13 11	...	22 9 1	3 3 6	217 10 0	5 2 9	4 4 8									
Unaided Institutions—																
Total cost ...	151 11 11	58 8 0	15 14 4	2 6 10	...	4 9 6	4 2 3									
All Institutions—																
Cost to Provincial Revenues	90 5 3	256 5 3	3 13 2	0 5 0	102 5 7	4 11 6	1 6 6									
Cost to District or Local and Municipal Funds.	2 12 0	...	1 6 7	0 12 2	0 7 8	0 15 6	0 13 3									
Total cost ...	184 9 10	326 10 8	20 2 4	3 2 0	112 10 2	9 8 11	5 8 9									

EDUCATION—GENERAL TABLE III.

EDUCATION—GENERAL

Return of Colleges, Schools and Scholars in Bihar and

Class of Institutions.	PUBLIC INSTITUTIONS. Under Public Management. Managed by Government. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by District or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Native States. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private Aided by Government or by District or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
UNIVERSITY EDUCATION.																	
Arts Colleges—English ...	2	580	550	508	1	14	13	12	...	..	...	...	2	451	397	356	2
Colleges for Professional Training—																	
Law	2	85	94	66	...	...	...	...	...	...	...	...	...	...	...	...	1
Teaching	1	6	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Colleges ...	5	671	650	580	1	14	13	12	...	...	...	...	2	451	397	356	3
SCHOOL EDUCATION, GENERAL.																	
SECONDARY SCHOOLS.																	
For Boys—																	
High Schools—English ...	21	6,200	5,421	4,679	...	...	..	...	2	550	527	459	42	9,267	8,401	6,705	28
Middle Schools. English ...	3	332	283	233	26	2,944	2,629	2,094	19	1,780	1,770	1,395	122	10,571	9,861	7,908	41
Middle Schools. Vernacular	17	1,331	1,251	980	75	4,956	4,579	3,726	3	208	185	134	29	2,073	1,961	1,587	12
Total for Boy's Schools ...	41	7,863	6,955	5,892	101	7,900	7,208	5,820	24	2,538	2,482	1,988	193	21,911	20,223	16,200	81
For Girls—																	
High Schools—English	...	...	...	...	...	...	.	...	...	...	...	...	2	263	243	179	1
Middle Schools. English ...	..	...	...	...	...	...	...	...	...	...	...	...	8	826	770	682	...
Middle Schools. Vernacular	...	...	...	..	...		...	.	...	...	...	...	9	633	573	487	1
Total for Girls' Schools ...	...	...	...	...	....	..	...		...	...	...	...	19	1,722	1,586	1,348	2
Grand total Secondary Schools for boys and girls.	41	7,863	6,955	5,892	101	7,900	7,208	5,820	24	2,538	2,482	1,988	212	23,633	21,809	17,548	83
PRIMARY SCHOOLS.																	
For Boys—																	
Upper Primary ...	122	5,448	5,280	3,838	39	4,051	4,003	3,111	31	1,562	1,511	979	1,278	63,444	59,856	46,477	100
Lower ,, ...	2	30	26	23	70	6,326	6,001	4,712	102	3,481	3,217	1,997	14,128	399,563	372,983	299,825	6,118
Total Primary Schools for boys.	124	5,478	5,306	3,861	109	10,377	10,004	7,823	133	5,043	4,728	2,976	15,406	463,007	432,839	346,302	6,218
For Girls—																	
Upper Primary ...	22	1,220	1,151	918	...	...	...		..	...	...	...	44	2,309	2,187	1,640	1
Lower ,, ...	19	828	751	513	1	27	30	17	8	150	146	113	945	22,426	21,410	16,872	219
Total Primary Schools for girls.	41	2,048	1,902	1,431	1	27	30	17	8	150	146	113	989	24,735	23,597	18,512	220
Grand Total of Primary Schools for boys and girls.	165	7,526	7,208	5,292	110	10,404	10,034	7,840	141	5,193	4,874	3,089	16,395	487,742	456,436	364,814	6,438
SCHOOL EDUCATION, SPECIAL.																	
SCHOOLS FOR SPECIAL INSTRUCTION.																	
Training Schools—																	
(a) For Masters ...	127	2,147	2,005	1,791	...	...	...	...	...	...	...	...	1	6	6	5	...
(b) For Mistresses ...	1	22	30	18	...	...	...	...	...	...	...	...	7	60	48	42	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Medical Schools	2	214	241	214	..	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	2	243	251	220	...	...	...	...	...	...	...	...	1	21	19	10	...
Technical and Industrial Schools.	5	145	141	123	5	55	44	38	..	...	...	...	25	721	700	588	2
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	1	12	17	8	1
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																	
Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	4	395	313	251	10
Reformatory Schools ..	1	461	469	405	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools ...	2	130	133	97	...	...	...	...	17	257	247	171	1,533	41,507	38,628	32,752	488
Total ...	140	3,362	3,270	2,868	5	55	44	38	17	257	247	171	1,577	42,722	39,731	33,656	502
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.	351	1,9422	18,083	14,632	217	18,373	17,299	13,710	182	7,988	7,603	5,248	18,186	554,548	518,373	416,374	7,026

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   - (a) Arabic or Persian ... ...
   - (b) Sanskrit ... ...
   - (c) Any other Oriental Classic ... ...
2. Elementary teaching vernacular only or mainly ... ... { For boys ... / ,, girls ...
3. Elementary teaching the Koran ... ... { ,, boys ... / ,, girls ...
4. Other Schools not conforming to departmental standards ... { ,, boys ... / ,, girls ...

TOTAL ...

GRAND TOTAL FOR 1911-1912 ...

TABLE III.

Orissa for the official year 1911-1912.

Management. Unaided.					Number of Scholars on the 31st of March learning—										
					English.			A classical language.			A vernacular language.				
Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of Girls in Boys' Schools.	Number of Boys in Girls' School.
19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
385	366	318	7	1,430	1,430	...	1,430	896	...	896	1,405	...	1,405	...	...
20	20	15	3	105	105	...	105	...	...	...	...	...	...	...	...
...	...	...	1	6	6	.	6	...	...	...	...	...	...	...	...
405	386	333	11	1,541	1,541	...	1,541	896	...	896	1,405	..	1,405	...	..
9,350	8,658	6,660	93	25,367	24,707	...	24,707	12,360	...	12,360	25,367	...	25,367	...	...
3,448	3,094	2,388	211	19,075	10,052	63	10,115	273	...	273	18,759	104	18,863	146	...
944	867	742	136	9,512	689	1	690	...		...	9,493	19	9,512	19	..
13,742	12,619	9,790	440	53,954	35,448	64	35,512	12,633	...	12,633	53,619	123	53,742	165	...
58	27	23	3	321	7	169	176	..	43	43	35	286	321	...	35
...	...	...	8	826	100	412	512	4	63	67	23	461	484	...	102
42	41	34	10	675	...	93	93	...	...	...	21	654	675	...	21
100	68	57	21	1,822	107	674	781	4	106	110	79	1,401	1,480	...	158
13,842	12,687	9,847	461	55,776	35,555	738	36,293	12,637	106	12,743	53,698	1,524	55,222	165	158
5,142	4,665	3,893	1,570	79,647	89	31	120	406	8	414	76,460	3,129	79,589	3,155	...
124,312	112,060	96,393	20,420	533,712	18	8	26	...	...	...	490,089	43,597	533,686	43,605	...
129,454	116,725	100,286	21,990	613,359	107	39	146	406	8	414	566,549	46,726	613,275	46,760	...
49	46	32	67	3,578	33	38	71	...	...	...	93	3,416	3,509	...	124
5,049	4,671	3,944	1,192	28,480	...	...	...	...	...	...	618	27,862	28,480	...	618
5,098	4,717	3,976	1,259	32,058	33	38	71	...	...	...	711	31,278	31,989	...	742
134,552	121 442	104,262	23,249	645,417	140	77	217	406	8	414	567,260	78,004	645,264	46,760	742
...	...	..	128	2,153	235	...	235	276	...	276	2,153	...	2,153	...	...
...	...	...	8	82	...	20	20	...	1	1	...	82	82	...	...
42	37	30	1	42	...	...	...	...	...	...	42	...	42	...	...
...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	214	115	3	118	...	...	...	93	3	96	6	...
...	...	...	3	264	243	...	243	...	...	...	105	...	105	...	...
45	33	29	37	966	94	...	94	...	...	...	570	302	872	29	...
20	12	7	2	32	32	...	32	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
969	843	679	14	1,364	109	...	109	1,085	1	1,086	770	1	771	1	...
...	...	...	1	461	12	...	12	...	...	..	461	...	461	...	...
10,668	9,733	8,539	2,045	52,562	5	...	5	28,150	5,857	34,007	36,672	10,574	47,246	5,851	167
11,744	10,658	9,284	2,241	58,140	845	23	868	29,511	5,859	35,370	40,866	10,962	51,828	5,887	167
180,543	145,173	123,726	25,962	760,874	38,081	838	38,919	43,450	5,973	49,423	663,229	49,090	753,719	52,812	1,067
...	...	...	447	6,289	...	...	...	5,232	217	5,449	2,577	78	2,655	230	...
...	...	...	336	3,593	...	...	...	3,593	...	3,593	217	...	217	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,244	25,782	...	...	...	73	...	73	24,715	1,067	25,782	1,067	...
...	...	...	5	84	...	...	...	...	...	...	...	84	84	...	...
...	...	...	258	3,380	...	...		2,985	301	3,286	250	2	252	301	...
...	...	...	8	139		...	...	...	139	139	...	3	3	...	...
..	..	...	183	3,992	951	...	951	518	4	522	3,764	55	3,819	55	...
...	...	...	20	525	...	4	4	...	16	16	41	468	509	...	41
...	...	...	3,501	43,784	951	4	955	12,401	677	13,078	31,564	1,757	33,321	1,653	41
...	...	...	29,463	804,658	39,032	842	39,874	55,851	6,650	62,501	694,793	92,247	787,040	54,465	1,108

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912 in Bihar and Orissa classified according to Sex, Race, or Creed.

	Europeans and Eurasians.	Native Christians.*	Hindus. Brahmans.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
Arts Colleges—										
English ... ... Male ..	1	24	271	653	256	225	...	...	...	1,430
English ... ... Female ...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law ... ... Male ...	...	...	25	61	4	15	...	...	...	105
Law ... ... Female ...	...	...	...	...	...	...	..	...	...	...
Medicine ... ... Male ...	...	...	...	...	...	...	...	...	...	...
Medicine ... ... Female ...	...	...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...	...	...
Teaching ... ... Male ...	...	...	...	4	...	2	...	...	...	6
Teaching ... ... Female ...	...	...	...	...	...	...	...	...	...	...
Total ...	1	24	296	718	260	242	...	...	...	1,541
SCHOOL EDUCATION.										
GENERAL.										
Secondary Schools—										
For boys— High Schools ... Male ...	8	1,055	3,960	11,465	4,321	4,353	...	...	205	25,367
For boys— High Schools ... Female ...	...	...	...	...	...	...	...	...	...	...
Middle Schools— English ... ... Male ...	269	1,264	4,008	4,557	6,647	1,546	...	...	638	18,929
Middle Schools— English ... ... Female ...	61	32	11	23	16	3	..	...	...	146
Middle Schools— Vernacular ... ... Male ...	...	281	1,677	2,610	3,565	958	...	...	402	9,493
Middle Schools— Vernacular ... ... Female ...	...	...	1	...	18	...	...	...	...	1
For Girls— High Schools ... Male ...	...	1	12	12	10	...	...	...	...	35
For Girls— High Schools ... Female ...	...	33	55	147	49	1	...	...	1	286
Middle Schools— English ... ... Male ...	79	3	7	9	2	2	...	...	...	102
Middle Schools— English ... ... Female ...	316	375	14	15	2	2	...	...	...	724
Middle Schools— Vernacular ... ... Male ...	...	11	...	...	10	...	...	...	...	21
Middle Schools— Vernacular ... ... Female ...	...	540	4	27	53	25	...	...	5	654
Total ...	733	3,595	9,749	18,865	14,693	6,890	...	...	1,251	55,776
Primary Schools— For Boys ... ... Male ...	55	8,054	68,535	1,14,551	304,839	31,527	33	...	39,005	566,599
For Boys ... ... Female ...	39	1,011	7,667	11,735	23,565	1,602	...	...	1,141	46,760
For Girls ... ... Male ...	33	153	102	149	255	27	...	...	23	742
For Girls ... ... Female ...	38	2,485	5,380	7,363	13,312	1,935	...	...	803	31,316
Total ...	165	11,703	81,684	133,798	341,971	35,091	33	...	40,972	645,417
SCHOOL EDUCATION.										
SPECIAL.										
Schools for Special Instruction—										
Training Schools Male ...	...	65	477	683	650	177	...	...	101	2,153
Training Schools Female ...	...	77	1	2	...	2	...	...	...	82
Schools of Arts ... Male ...	...	...	...	...	38	4	...	...	...	42
Schools of Arts ... Female ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... Male ...	...	6	50	98	18	34	2	...	...	208
Medical Schools ... Female ...	...	4	...	1	1	...	...	...	...	6
Engineering and Surveying Schools. Male ...	...	1	64	150	25	24	...	...	...	264
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. Male ...	68	148	18	91	267	50	...	...	22	664
Technical and Industrial Schools. Female ...	3	280	...	...	13	...	6	...	...	302
Commercial Schools Male ...	...	1	3	19	6	3	...	...	...	32
Commercial Schools Female ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...	...	...
Other Schools— Madrasahs ... ... Male ...	...	...	...	6	...	1,357	...	...	...	1,363
Madrasahs ... ... Female ...	...	...	...	...	...	1	...	...	...	1
Reformatory Schools Male ...	...	8	18	23	261	149	...	...	2	461
Reformatory Schools Female ...	...	...	..	...	...	...	...	...	...	...
Miscellaneous Schools Male ...	..	91	6,704	1,328	2,110	31,648	...	...	24	41,905
Miscellaneous Schools Female ...	...	71	37	31	117	10,400	...	...	1	10,657
Total ...	71	752	7,372	2,432	3,506	43,849	8	...	150	58,140
Total of Colleges and Schools of Public Instruction.	970	16,074	99,101	155,813	360,430	86,072	41	...	42,373	7,60,874

* Will include Aboriginal Christians.

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1912 in Bihar and Orissa classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.	Hindus. Brahman.	Hindus. Babhans, Rajputs, Baidyas and Kayasthas.	Hindus. Others.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
1		2	3	4	5	6	7	8	9	10	11
PRIVATE INSTITUTIONS.											
1. *Advanced Teaching—*											
(a) Arabic or Persian.	Male	...	...	23	474	336	5,213	...	...	...	6,046
	Female	...	...	...	...	...	243	...	...	...	243
(b) Sanskrit	Male	...	...	3,484	88	21	...	...	...	...	3,593
	Female	...	...	...	...	...	...	...	...	...	...
(c) Any other oriental Classic.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
2. *Elementary Teaching—A—Vernacular only or mainly—*											
For Boys	Male	...	32	1,888	6,459	14,045	1,353	...	...	798	24,715
	Female	...	10	126	271	639	26	...	...	4	1,067
For Girls	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	11	16	14	...	...	43	84
3. *Elementary Teaching—The Koran only—*											
For Boys	Male	...	...	6	30	40	3,003	...	...	...	3,079
	Female	...	...	...	...	...	391	...	...	...	391
For Girls	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	139	...	...	...	139
4. *Other Schools not conforming to Departmental Standards—*											
For Boys	Male	...	...	328	683	1,787	960	...	...	184	3,937
	Female	...	...	13	7	25	10	...	...	...	55
For Girls	Male	...	...	...	2	39	...	...	...	...	41
	Female	...	1	37	41	365	28	12	...	...	484
Total of Private Institution		...	63	5,900	8,066	17,324	11,390	12	...	1,029	43,784
GRAND TOTAL		970	16,137	165,001	163,879	377,754	97,462	53	...	43,402	804,658

EDUCATION—GENERAL.

Return of Expenditure on Public Instruction in

Objects of Expenditure.	PUBLIC:						
	UNDER PUBLIC.						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges—English	1,02,973	...	..	35,789	...	885	1,39,647
Colleges for Professional Training—							
Law	16,225	...	...	7,239		...	23,464
Teaching	14,566	...	...	...	...	...	14,566
Total for Colleges ...	1,33,764	...	...	43,028	...	885	1,77,677
SCHOOL EDUCATION, GENERAL.							
SECONDARY SCHOOLS.							
For boys ... High Schools ... English	98,837	...	...	1,15,486	3,292	2,701	2,20,316
For boys ... Middle „ ... English	2,691		..	1,294	55	5	4,045
For boys ... Middle „ ... Vernacular ...	7,171	...	220	3,279	276	...	10,946
Total for Secondary Schools for Boys ...	1,08,699	...	220	1,20,059	3,623	2,706	2,35,307
For Girls ... High Schools ... English	...	...	..	...	...	...	...
For Girls ... Middle „ ... English	...	..	...	...	...	...	...
For Girls ... Middle „ ... Vernacular ...	...	...	...		...	..	...
Total for Secondary Schools for Girls ...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls ...	1,08,699	...	220	1,20,059	3,623	2,706	2,35,307
PRIMARY SCHOOLS.							
For Boys ... Upper	51,558	78	...	2,521	18	66	54,241
For Boys ... Lower	184	24	...	...	...	...	208
Total for Primary Schools for Boys ...	51,742	102	...	2,521	18	66	54,449
For Girls ... Upper	11,282	131	88	...	25	...	11,526
For Girls ... Lower	8,071	48	..	42	32	...	8,193
Total for Primary Schools for Girls ...	19,353	179	88	42	57	...	19,719
Total Primary Schools for Boys and Girls ...	71,095	281	88	2,563	75	66	74,168
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for—							
(a) Masters	2,01,944	1,002	...	7,027	54	261	2,10,288
(b) Mistresses	7,244	..	...	...	...	6,016	13,260
Schools of Art	...		...	...	...	...	...
Law Schools	...	...	...	...	...	..	...
Medical Schools	43,378	...	...	6,987	...	960	51,325
Engineering and Surveying Schools	39,027	...	...	5,654	..	.	44,681
Technical and Industrial Schools	17,521	488	...	1 745	350	1,978	22,082
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... Reformatory Schools	1,14,940	...	...	...	...	...	1,14,940
Other Schools ... Madrasah	...	.	...	...	...	...	...
Other Schools ... Miscellaneous Schools	4,040	...	...	43	...	...	4,083
Total ...	4,28,094	1,490	...	21,456	404	9,215	4,60,659
Total of Direct Expenditure	7,41,652	1,771	308	1,87,106	4,102	12,872	9,47,811
INDIRECT EXPENDITURE.							
Building	1,91,621	17	54	...	500	8,624	2,00,816
Furniture and Apparatus (Special Grants only) ...	22,613	...	...	70	...	125	22,808
Total ...	2,14,234	17	54	70	500	8,749	2,23,624
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical College	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges	...	...	...	...	...	...	...
Scholarships or stipends held in— Secondary Schools	...	...	..	...	...	...	...
Scholarships or stipends held in— Primary Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools ...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Special Schools	...	...	...	...	...	...	..
Total Charges for Scholarships ...	...	...	...	...	...	...	...
MISCELLANEOUS.							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	..
„ for conducting examinations	...	...	...	...	...	...	
Stipends, prizes and rewards to unrecognised Tols ...	...	...	...	...	...	...	...
„ „ to Maktabs	...	...	...	...		...	...
Payments to other private schools	...	..	...	...	...	..	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	2,14,234	17	54	70	500	8,749	2,23,624
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1911-1912.	9,55,886	1,788	362	1,87,176	4,602	21,621	11,71,435

TABLE IV.

Bihar and Orissa for the official year 1911-1912.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1,200	950	677	75	2,676	5,578	...	...	...	...	...	...	....
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	...	...	...	...	...	...
...	1,200	950	677	75	2,676	5,578	...	...	.	...	...	...	...
...	...		...	...	...	...	10,989	...	...	1,437	...	...	12,426
20	10,890	1,171	10,319	3,703	49	26,152	19,709	...	...	789	36	...	20,534
...	27,692	637	11,011	1,405	116	40,861	1,183	...	...	59	...	..	1,242
20	38,582	1,808	21,330	5,108	165	67,013	31,881	...	...	2,285	36	...	34,202
..	...	.	..	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...		...	...	...	...	...	..	...	...	...	...	..	...
20	38,582	1,808	21,330	5,108	165	67,013	31,881	...	...	2,285	36	...	34,202
...	9,651	564	978	148	...	11,335	4,353	...	...	160	...	126	4,639
...	10,410	1,061	772	103	...	12,346	5,960	...	...	426	242	...	6,628
...	20,061	1,625	1,750	245	...	23,681	10,313	...	...	586	242	126	11,267
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	275	...	...	...	275	456	...	...	...	...	.	456
...	...	275	...	...	...	275	456	...	..	...	...	...	456
...	20,061	1,900	1,750	245	...	23,956	10,769	...	...	586	242	126	11,723
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	1,956	...	...	...	29	1,985	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
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...	.	...	...	...	...	...	...	...	...	...	...	..	...
...	...	..	...	...	..	...	2,175	...	...	40	...	44	2,259
...	1,956	...	...	...	29	1,985	2,175	...	...	40	..	44	2,259
20	61,799	4,658	23,757	5,428	2,870	98,532	44,825	...	...	2,911	278	170	48,184
...	16,607	289	...	53	1,920	18,869	915	...	...	...	100	...	1,015
...	2,121	340	...	20	100	2,581	1,663	...	...	...	...	45	1,708
...	18,728	629	...	73	2,020	21,450	2,578	...	...	...	100	45	2,723
...	...	...	...		...	...	...	...	...	...	...	...	..
...	...	...	...		...	...	...	...	...	...	...	...	...
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...	...	...	...	...	..	...	...	...	...	...	...	...	..
...		...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	..	...	...	...	...		...	...	...	...	...
...	18,728	629	...	73	2,020	21,450	2,578	...	...	...	100	45	2,723
20	80,527	5,287	23,757	5,501	4,890	1,19,582	47,403	...	...	2,911	378	215	50,907

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in

Objects of Expenditure.	PUBLIC INSTITUTIONS— Under Private Management— Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges—English	16,800	...	...	17,710	2,333	8,365	45,208
Colleges for Professional Training—							
Law	...	...	..	...	...	...	...
Teaching	...	...	..	...	...	...	...
Total for Colleges ...	16,800	...	...	17,710	2,333	8,365	45,208
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys ... High Schools ... ... English ...	37,888	1,300	2,459	1,40,584	46,431	16,668	2,45,330
For Boys ... Middle " ... English ...	20,896	20,107	2,770	52,914	46,836	6,787	1,50,354
For Boys ... Middle " ... Vernacular ...	3,175	4,266	...	4,990	5,956	721	19,108
Total for Secondary Schools for Boys ...	61,959	25,673	5,229	1,98,488	99,267	24,176	4,14,792
For Girls ... High Schools ... ... English ...	9,300	...	300	3,294	6,564	834	20,292
For Girls ... Middle " ... English ...	11,740	180	...	9,740	7,240	12,231	41,131
For Girls ... Middle " ... Vernacular ...	4,048	216	120	170	11,033	487	16,074
Total for Secondary Schools for Girls ...	25,088	396	420	13,204	24,837	13,552	77,497
Total Secondary Schools both for Boys and Girls* ...	87,047	26,069	5,649	2,11,692	1,24,104	37,728	4,92 289
Primary Schools.							
For Boys ... Upper	25,948	93,304	10,484	96,291	20,138	30,615	2,76,780
For Boys ... Lower	67,535	2,78,436	13,528	5,32,735	37,816	1,51,206	10,81,256
Total for Primary Schools for Boys ...	93,483	3,71,740	24,012	6,29,026	57,954	1,81,821	13,58,036
For Girls ... Upper	9,957	1,643	1,282	3,201	15,140	4,903	36,126
For Girls ... Lower	15,938	36,136	2,216	1,997	13,191	7,782	77,260
Total for Primary Schools for Girls ...	25,895	37,779	3,498	5,198	28,331	12,685	1,13,386
Total Primary Schools for Boys and Girls ...	1,19,378	4,09,519	27,510	6,34,224	86,285	1,94,506	14,71,422
Schools for Special Instructions.							
Training Schools for—							
(a) Masters	281	...	...	...	2,119	...	2,400
(b) Mistresses	4,540	...	...	...	5,012	...	9,352
Schools of Art	...	...	...	...	..	...	...
Law Schools	..	...	...	...	..	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	420	...	...	...	...	...	420
Technical and Industrial Schools	5,158	2,393	24	1,340	5,605	8,673	23,093
Commercial Schools	600	..	...	576	781	...	1,957
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... Reformatory Schools	...	...	...	...	...	...	...
Other Schools ... Madrasahs	1,969	...	120	346	1,894	995	5,324
Other Schools ... Miscellaneous Schools	17,685	39,691	5,593	51,880	25,081	34,655	1,74,585
Total ...	30,453	42,084	5,737	54,042	40,492	44,323	2,17,131
Total of Direct Expenditure ...	2,53,678	4,77,672	38,896	9,17,668	2,53,214	2,84,922	22,26,050
INDIRECT EXPENDITURE.							
Building	33,631	17,134	292	2,276	13,617	50,867	1,17,817
Furniture and Apparatus (Special Grants only) ...	38,888	15,428	1,012	2,124	2,517	8,802	68,771
Total ...	72,519	32,562	1,304	4,400	16,134	59,669	1,86,588
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical College	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges	...	...	...	...	...	...	...
Scholarships or stipends held in— Secondary Schools	...	...	...	...	...	...	..
Scholarships or stipends held in— Primary Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools ..	...	...	...	...	...	..	...
Scholarships or stipends held in— Other Special Schools	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...
Miscellaneous.							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols ...	...		...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	72,519	32,562	1,304	4,400	16,134	59,669	1,86,588
Total Expenditure on Public Instruction in 1911-1912.	3,26,197	5,10,234	40,200	9,22,068	2,69,348	3,44,591	24,12,638

* Includes Rs. 1,500 from District Funds.
† Includes Rs. 9,000 paid to Unaided Schools from Provincial Revenues.

TABLE IV.

Bihar and Orissa for the official year 1911-1912—concluded.

concluded.											
Unaided.				Total Expenditure from—							
								All other sources.			
									Public.		
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	Grand Total.
30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
31,035	18,480	4,855*	54,370	1,19,773	2,700	950	85,211	36,169	...	...	2,44,803
1,170	...	...	1,170	16,225	...	...	8,409	...	...	...	24,634
...	...	...	...	14,566	...	...	...	...	...	...	14,566
32,205	18,480	4,855	55,540	1,50,564	2,700	950	93,620	36,169	...	...	2,84,003
1,21,996	15,652	28,577	1,66,225	1,36,725	1,300	2,459	3,79,503	1,13,321	10,989	...	6,44,297
8,626	11,961	7,614	28,201	23,607	30,997	3,941	73,942	76,958	19,841	...	2,29,286
943	2,217	1,968	5,128	10,346	31,958	857	20,282	12,659	1,183	...	77,285
1,31,565	29,830	38,159	1,99,554	1,70,678	64,255	7,257	4,73,727	2,02,938	32,013	...	9,50,868
...	...	...	...	9,300	...	300	3,294	7,398	...	...	20,292
...	...	...	...	11,740	180	...	9,740	19,471	...	...	41,131
565	...	1,598	2,163	4,048	216	120	735	13,118	...	...	18,237
565	...	1,598	2,163	25,088	396	420	13,769	39,987	...	...	79,660
1,32,130	29,830	39,757	2,01,717	1,95,766	64,651	7,677	4,87,496	2,42,925	32,013	...	10,30,528
5,388	5,820	3,970	15,178	77,506	1,03,033	11,048	1,05,338	51,128	14,120	...	3,62,173
2,13,707	13,437	41,738	2,68,882	67,719	2,88,870	14,589	7,47,640	2,27,919	22,583	...	13,29,320
2,19,095	19,257	45,708	2,84,060	1,45,225	3,91,903	25,637	8,52,978	2,79,047	36,703	...	17,31,493
...	2,469	...	2,469	21,239	1,774	1,370	3,201	20,855	1,682	...	50,121
906	6,103	1,433	8,442	24,009	36,184	2,491	2,945	23,128	5,869	...	94,626
906	8,572	1,433	10,911	45,248	37,958	3,861	6,146	43,983	7,551	...	1,44,747
2,20,001	27,829	47,141	2,94,971	1,90,473	4,29,861	29,498	8,59,124	3,23,030	44,254	...	18,76,240
...	...	...	...	2,02,225	1,002	...	7,027	2,434	...	...	2,12,688
...	...	...	...	11,584	...	...	...	11,028	...	...	22,612
84	...	12	96	...	...	...	84	12	...	...	96
...	...	...	...		...	...	...	...	...	...	...
...	...	...	...	43,378	...	...	6,987	960	...	...	51,325
...	...	...	...	39,447	...	...	5,654	...	...	...	45,101
...	2,653	...	2,653	22,679	4,837	24	2,985	19,288	...	...	49,813
725	...	...	725	600	...	...	1,301	781	...	...	2,682
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,14,940	...	...	...	...	...	...	1,14,940
330	3,639	6,604	10,573	1,969	...	120	676	13,132	...	...	15,897
13,693	6,710	14,524	34,927	21,725	39,691	5,593	65,656	78,750	4,439	...	2,15,854
14,832	13,002	21,140	48,974	4,58,547	45,530	5,737	90,370	1,26,385	4,439	...	7,31,008
3,99,168	89,141	1,12,893	6,01,202	9,95,350	5,42,742	43,862	15,30,610	7,28,509	80,706	...	39,21,779
...	3,054	34,524	37,578	2,34,252†	33,858‡	635	2,276	1,02,841	2,233	...	3,76,095
...	343	5,331	5,724	63,601§	17,549	1,352	2,194	14,144	2,752	...	1,01,592
...	3,397	39,905	43,302	2,97,853	51,407	1,987	4,470	1,16,985	4,985	...	4,77,687
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	75,627	...	...	...	...	...	...	75,627
...	...	...	...	4,18,913	56,220	2,201	...	672	9,386	...	4,87,392
...	...	...	...	13,610	120	...	2,828	4,062	...	...	20,620
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	824	...	...	...	...	...	824
...	...	...	...	27,052	7,712	...	...	945	4,068	...	39,777
...	...	...	...	5,642	11,880	...	...	184	1,181	...	18,887
...	...	...	...	2,257	587	...	...	102	...	...	2,946
...	...	...	...	4,365	3,476	144	...	950	...	...	8,935
...	...	...	...	1,242	591	...	...	...	296	...	2,129
...	...	...	...	54,168	25,190	144	2,828	6,243	5,545	...	94,118
...	...	...	...	45,125	722	...	1,90,159	1,58,296	1,496	...	3,95,798
...	...	...	...	3,905	10,847	416	...	...	109	...	15,277
...	...	...	...	5,661	214	...	2,187	1,647	152	...	9,861
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	442	272	15	...	...	...	...	729
...	...	...	...	1,955	240	...	...	...	...	...	2,195
...	...	...	...	‖56,334	36,683	2,982	5,211	7,331	5,013	...	1,13,554
...	...	...	...	1,13,422	48,978	3,413	1,97,557	1,67,274	6,770	...	5,37,414
...	3,397	39,905	43,302	9,59,983	1,81,795	7,745	2,04,855	2,91,174	26,686	...	16,72,238
3,99,168	92,538	1,52,798	6,44,504	19,55,333	7,24,537	51,607	17,35,465	10,19,683	1,07,392	...	55,94,017

‡ Includes Rs. 100 paid to schools in Native States from District Funds.
§ Do. Rs. 2,100 do. Unaided schools from Provincial Revenues.
‖ Do. Rs. 772 paid as grants to European cadets.

EDUCATION—GENERAL

Return of the Stages of instruction of pupils in Public Schools for Secondary

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools for Boys. (*English and Vernacular.*)								
Government ... English ...	24	6,532	3,472	...	3,472	1,638	...	1,638
Government ... Vernacular ...	17	1,331	...	...	...	258	...	258
District Fund ... English ...	23	2,356	...	...	...	503	...	503
District Fund ... Vernacular ...	74	4,856	...	...	...	724	1	725
Municipal ... English ...	3	588	...	...	...	177	...	177
Municipal ... Vernacular ...	1	100	...	...	...	36	...	36
Native States ... English ...	21	2,330	221	...	221	388	...	388
Native States ... Vernacular ...	3	208	...	...	...	36	...	36
Aided ... English ...	164	19,838	3,991	...	3,991	4,669	8	4,677
Aided ... Vernacular ...	29	2,073	...	...	...	302	...	302
Unaided ... English ...	69	12,798	4,048	...	4,048	3,422	...	3,422
Unaided ... Vernacular ...	12	944	...	...	...	129	...	129
Total ...	440	53,954	11,732	...	11,732	12,282	9	12,291
Secondary Schools for Girls. (*English and Vernacular.*)								
Government ... English ...	...	...	...	...	...	...	...	...
Government ... Vernacular ...	...	...	...	...	...	...	...	—
District Fund ... English ...	...	...	...	...	...	...	...	...
District Fund ... Vernacular ...	...	...	...	...	...	...	...	...
Municipal ... English ...	...	...	...	...	...	...	...	...
Municipal ... Vernacular ...	...	...	...	...	...	...	...	...
Native States ... English ...	...	...	...	...	...	...	...	...
Native States ... Vernacular ...	...	...	...	...	...	...	...	...
Aided ... English ...	10	1,089	...	27	27	15	105	120
Aided ... Vernacular ...	9	633	...	...	...	5	70	75
Unaided ... English ...	1	58	...	22	22	...	16	16
Unaided ... Vernacular ...	1	42	...		...	...	4	4
Total ...	21	1,822	...	49	49	20	195	215
Total Secondary Schools for boys and girls.	461	55,776	11,732	49	11,781	12,302	204	12,506
Primary Schools for Boys.								
Government ...	124	5,478	...	...	...	...	...	...
District Fund ...	102	9,855	...	...	...	...	...	...
Municipal ...	7	522	...	...	...	...	...	...
Native States ...	133	5,043	...	...	...	...	...	...
Aided ...	15,406	463,007	...	...	...	3	...	3
Unaided ...	6,218	129,454	...	...	...	...	...	...
Total ...	21,990	613,359	...	...	...	3	...	3
Primary Schools for Girls.								
Government ...	41	2,048	...	...	...	...	...	...
District Fund ...	...	...	...	...	...	...	...	...
Municipal ...	1	27	...	...	...	...	...	...
Native States ...	8	150	...	...	...	...	...	...
Aided ...	989	24,735	...	...	...	...	6	6
Unaided ...	220	5,098	...	...	...	...	...	...
Total ...	1,259	32,058	...	...	...	...	6	6
Total Primary Schools for boys and girls.	23,249	645,417	...	...	...	3	6	9
Grand Total for 1911-1912 ...	23,710	701,193	11,732	49	11,781	12,305	210	12,515

TABLE V.

and Primary Education in Bihar and Orissa at the end of the official year 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who passed beyond the Lower Primary state, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5			6		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,330	...	1,330	65	...	65	27	...	27	6,532	...	6,532
339	2	341	555	...	555	177	...	177	1,329	2	1,331
937	...	937	794	...	794	122	...	122	2,356	...	2,356
1,109	...	1,109	2,361	1	2,362	659	1	660	4,853	3	4,856
334	...	334	77	..	77	...	...	...	588	...	588
21	...	21	48	...	48	...	...	...	100	..	100
727	...	727	829	3	832	161	1	162	2,326	4	2,330
57	1	58	83	...	83	31	...	31	207	1	208
5,529	13	5,542	4,796	75	4,871	733	24	757	19,718	120	19,838
505	...	505	938	5	943	315	8	323	2,060	13	2,073
2,597	5	2,602	2,239	6	2,245	470	11	481	12,776	22	12,798
191	...	191	484	...	484	140	...	140	944	...	944
13,676	21	13,697	13,264	90	13,354	2,835	46	2,880	53,789	165	53,954
...	...	...	...	...	..	...	...	...	...	...	...
...	...		...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
16	187	203	98	535	633	8	98	106	137	952	1,089
4	148	152	9	296	305	3	98	101	21	612	633
...	20	20	...	...	...	...	...	...	...	58	58
...	8	8	...	19	19	...	11	11	...	42	42
20	363	383	107	850	957	11	207	218	158	1,664	1,822
13,696	384	14,080	13,371	940	14,311	2,846	252	3,098	53,947	1,829	55,776
1,335	4	1,339	3,173	4	3,177	955	7	962	5,463	15	5,478
364	10	374	4,739	491	5,230	3,414	837	4,251	8,517	1,338	9,855
23	...	23	359	2	361	138	...	138	520	2	522
253	4	257	1,960	57	2,017	2,448	321	2,769	4,661	382	5,043
10,593	80	10,673	252,484	12,408	264,892	162,912	24,527	187,439	425,992	37,015	463,007
822	6	828	58,612	1,992	60,604	62,012	6,010	68,022	121,446	8,008	129,454
13 390	104	13,494	321,327	14,954	336,281	231,879	31,702	263,581	566,599	46,760	613,359
...	130	130	...	1,076	1,076	...	842	842	...	2,048	2,048
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	12	12	...	15	15	...	27	27
..	...	...	6	70	76	3	71	74	9	141	150
8	301	309	337	12,236	12,573	207	11,640	11,847	552	24,183	24,735
...	13	13	77	2,142	2,219	104	2,762	2,866	181	4,917	5,098
8	444	452	420	15,536	15,956	314	15,330	15,644	742	31,316	32,058
13,398	548	13,946	321,747	30,490	352,237	232,193	47,032	279,225	567,341	78,076	645,417
27,094	932	28,026	335,118	31,430	366,548	235,039	47,284	282,323	621,288	79,905	701,193

EDUCATION—GENERAL

Return showing the Results of Prescribed

Name of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Master of Science	...	...	...	...	...	...	...	...	...
3. Bachelor of Arts	2	2	2	6	62	28	37	...	127
4. Bachelor of Science	1	...	...	1	14	...	...	...	14
5. Intermediate Examination in Arts	3	2	2	7	157	190	159	...	506
6. Intermediate Examination in Science	2	2	...	4	39	14	...	...	53
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
1. Master of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	...	...	2	23	...	...	...	23
(b) Medicine—									
1. Preliminary Scientific L. M. S. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
2. First L. M. S. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and First L. M. S — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examinations. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M. B. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
6. First M. B. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
7. Combined Preliminary Scientific and First M. B. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
8. Second M. B. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
9. Honours in medicine — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
10. Doctor in medicine — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
(c) Engineering—									
1. Bachelor of Engineering	...	...	...	...	...	...	...	...	...
2. Intermediate Examination in Engineering	...	...	...	...	...	...	...	...	...
(d) Teaching—									
1. S. T. Examination	...	...	...	...	...	...	...	...	...
2. L. T. Examination	1	...	...	1	5	...	...	...	5
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation — Boys	24	42	26	92	470	497	523	41	1,531
Girls	...	1	...	1	...	2	...	...	2
2. B. class Examination	3	...	...	3	16	...	...	...	16
3. C. class Examination	...	...	...	...	...	...	...	...	...
4. Cambridge Senior Examination, — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
5. Cambridge Junior Examination. — Boys	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...
6. Elementary Certificate Examination. — Boys	...	2	...	2	...	25	...	...	25
Girls	...	3	...	3	...	10	...	...	10
7. Middle School Examination. — Boys	163	184	63	410	1,434	1,766	1,015	...	4,215
Girls	...	9	1	10	...	35	4	...	39
8. Upper Primary Examination. — Boys	326	1,221	118	1,665	2,389	5,282	1,361	...	9,032
Girls	14	36	3	53	29	142	3	4	178
9. Lower Primary Examination. — Boys	403	7,467	463	8,333	3,124	21,869	2,153	1	27,147
Girls	33	309	24	366	120	783	82	2	987
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for Masters. — English	...	...	...	...	...	...	...	...	...
Vernacular	4	...	...	4	77	...	...	...	77
2. School of Arts Examination	...	...	...	...	...	...	...	...	...
3. Vernacular Medical Examination	2	...	...	2	45	...	...	...	45
4. Overseer Examination	1	...	...	1	21	...	...	...	21
5. Sub-Overseer "	2	...	...	2	68	...	...	...	68
6. Survey Final "	2	1	...	3	72	6	...	...	78
7. Commerce— (a) Commercial Class—Final	...	...	...	...	...	...	...	...	...
(b) Ditto —Special	...	3	...	3	...	11	...	...	11
8. Accounts Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	39		39	...	247		...	247
10. " Second "	...	147		147	...	896		...	896
11. " First "	...	259		259	...	1,465		...	1,465

TABLE VI.

Examinations in Bihar and Orissa for the official year 1911-1912.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Babhans, Rajputs, Baidyas and Kayasthas.	Others.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
46	13	21	...	80	...	...	20	38	10	12	...	...	...
9	...	...	...	9	...	...	2	5	...	2	...	...	...
96	73	73	...	242	...	7	38	108	50	39	...	...	...
25	9	...	...	34	...	...	10	19	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	9	...	...	1	4	2	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	4	...	...	...	2	1	1	...	...	...
338	278	271	21	908	...	13	195	463	112	123	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	...	...	...	11	...	...	3	6	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	12	...	...	12	11	...	...	...	...	...	...	...	1
...	10	...	...	10	10	...	...	...	...	...	...	...	...
1,230	1,462	875	...	3,567	...	201	716	1,308	856	421	1	...	64
...	32	2	...	34	...	24	...	6	4	...	...	...	...
1,988	4,375	1,163	...	7,526	2	386	1,575	2,377	2,239	752	10	...	185
24	113	3	4	144	...	64	15	23	39	2	...	...	2
2,455	15,782	1,535	...	19,772	1	776	3,228	5,501	7,847	1,579	21	...	819
99	585	67	2	753	...	175	99	179	235	60	...	...	5
...	...	...	...	...	...	...	...	...	...	...	...	...	...
61	...	...	...	61	...	1	9	18	33	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	...	...	...	23	...	...	7	10	3	3	...	...	...
12	...	...	...	12	...	...	4	7	...	1	...	...	...
37	...	...	...	37	...	...	10	20	4	3	...	...	...
63	6	...	...	69	...	...	12	40	14	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	...	2	...	...	...	2	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	120		...	120	...	...	91	29	...	...	...	...	...
...	580		...	580	...	...	427	153	...	...	...	...	...
...	916		...	916	...	...	749	167	...	...	...	...	...

EDUCATION—GENERAL.

Return showing the Distribution of District or Local Board, and Municipal

Objects of Expenditure.	Expenditure by District or Local Boards on Public Instruction. In institutions managed by District or Local Boards. Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District or Local funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	In institutions managed by Government.	Municipal Boards.	Private persons or associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DIRECT EXPENDITURE.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...		1,200	1,500
TOTAL FOR COLLEGES	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,500
SCHOOL EDUCATION, GENERAL.														
SECONDARY SCHOOLS.														
For Boys—														
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1 300
Middle Schools .. English ...	23	2,356	2,141	1,689	20	10,770	...	7,955	3,174	49	21,968	..	120	20,107
Middle Schools .. Vernacular ...	74	4,856	4,503	3,664	...	27,692	...	10,568	1,405	116	39,781	...	...	4,266
For Girls—														
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... English ...	...	...	...	...	...	...	..	...	...	...	...	...	...	180
Middle Schools ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	216
TOTAL SECONDARY SCHOOLS ...	97	7,212	6,641	5,353	20	38,462	...	18,523	4,579	165	61,749	...	120	26,069
PRIMARY SCHOOLS.														
For Boys—														
Upper Primary	36	3,915	3,867	3,005	...	9,651	...	918	142	...	10,711	78	...	93,304
Lower Primary	66	5,940	5,657	4,398	...	10,410	...	682	100	...	11,192	24	...	278,436
Total Primary Schools for Boys ...	102	9,855	9,524	7,403	...	20,061	...	1,600	242	...	21,903	102	...	371,740
For Girls—														
Upper Primary	...	...	...	...	...	..	...	...	...	...	...	131	...	1,643
Lower Primary	...	...	...	...	...	...	...	...	...	...	...	48	...	36,136
TOTAL PRIMARY SCHOOLS FOR GIRLS.	...	...	...	...	...	...	...	...	...	...	...	179	...	37,779
GRAND TOTAL PRIMARY SCHOOLS FOR BOYS AND GIRLS.	102	9,855	9,524	7,403	...	20,061	...	1,600	242	...	21,903	281	...	4,09,519
SCHOOL EDUCATION, SPECIAL.														
SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools—														
(a) For Masters	...	...	...	...	...	...	..	...	...	...	...	1,002	...	...
(b) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	5	55	44	38	...	1,956	...	...	...	29	1,985	488	...	2,393
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools :—														
Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	...	..	...	...	...	...	...	...	39,691
TOTAL ...	5	55	44	38	...	1,956	...	...	...	29	1,985	1,490	...	42,084
INDIRECT EXPENDITURE.														
Buildings	...	...	...	...	...	16,607	...	...	53	1,920	18,580	17	...	17,234
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	2,121	...	...	20	100	2,241	...	...	15,428
TOTAL ...	...	...	...	...	...	18,728	...	...	73	2,020	20,821	17	...	32,662
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—														
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL CHARGES FOR SCHOLARSHIPS	...	...	...	...	...	...	...	...	...	...	...	...	...	...
MISCELLANEOUS	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL FOR 1911-1912 ...	204	17,122	16,209	12,794	20	79,207	...	20,123	4,894	2,214	1,06,458	1,788	1,320	5,11,834

TABLE VII.

Expenditure on Public Instruction in Bihar and Orissa for the year 1911-1912.

Total District or Local Fund Expenditure on Public Instruction.	EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION— In Institutions managed by Municipal Boards. Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District or local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	In Institutions managed by Government.	District or Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of District or Local and Municipal Boards on Public Instruction.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,700	1	14	13	12	...	950	1,200	677	75	2,676	5,578	...	...		950	3,650
2,700	1	14	13	12	...	950	1,200	677	75	2,676	5,578	..	.	...	950	3,650
1,300	...	...	...	...	...	...	...	...	...	...	...	...	...	2,459	2,459	3,759
30,997	3	588	488	405	...	1,171	120	2,364	529	...	4,184	...	...	2,770	3,941	34,938
31,958	1	100	79	62	...	637	...	443	...	...	1,080	220	...	...	857	32,815
...	...	...	...	...	...	...	...	...	...	...	...	...	...	300	300	300
180	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180
216	...	...	...	...	...	...	...	...	...	...	...	..	...	120	120	336
64,651	4	688	567	467	...	1,808	120	2,807	529	...	5,264	. 220	...	5,649	7,677	72,328
1,05,033	3	136	136	106	...	564	...	60	...	...	624	...	...	10,484	11,048	114,081
2,88,870	4	386	344	314	...	1,061	...	90	3	...	1,154	...	..	13,528	14,589	303,459
391,903	7	522	480	420	..	1,625	...	150	3	...	1,778		...	24,012	25,637	417,540
1,774	...	...	...	...	...	...	...	...	...	...	...	88	...	1,282	1,370	3,144
36,184	1	27	30	17	...	275	...	...	...	...	275	...	...	2,216	2,491	38,675
37,958	1	27	30	17	...	275	...	...	...	...	275	88	...	3,498	3,861	41,819
429,861	8	549	510	437	...	1,900	...	150	3	...	2,053	88	...	27,510	29,498	459,359
1,002	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,002
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,837	...	...	...	...	...	...	...	...	...	...	...	...	...	24	24	4,861
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	120	120	120
39,691	...	...	...	...	...	...	...	...	...	...	...	..		5,593	5,593	45,284
45,530	...	...	...	...	...	...	...	...	...	...	...	...	...	5,737	5,737	51,267
33,858	...	...	...	...	...	289	...	...	...	...	289	54	...	293	635	34,493
17,549	...	...	...	...	...	340	...	...	...	...	340	...	...	1,012	1,352	18,901
5,1407	...	...	...	...	...	629	...	...	...	...	629	54	...	1,304	1,987	53.394
56,220	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,201	58,421
120	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	120
824	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	824
7,712	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	7,712
11,880	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,880
587	...	...		...	...	...	...	...	...	...	...	...	...	...	...	587
3,476	...	...	...	...	...	...	...	...	...	...	...	...	...	...	144	3,620
591	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	591
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25,190	...	...	...	...	...	...	...	...	...	..	...	..	..	...	144	25,334
48,978	...	..	...	...	...	...	...	...	...	..	...	...	...	...	3,413	52,391
7,24,537	13	1,251	1,090	916	...	5,287	1,320	3,634	607	2,676	13,524	362	...	40,200	51,607	7,76,144

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bihar and Orissa for the official year 1911-1912.

Class of hostels or boarding-houses.	Number of—		Number of Boarders who are students of—					Expenditure from—					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal Funds.	Subscriptions and endowments.	Fees.	Native States, revenues.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Males—													
Managed by Government ...	139	2,631	157	11	549	44	1,870	15,612	...	30	86,068	48	1,01,758
Managed by District or Municipal Boards.	6	212	...	...	146	66	...	...	122	...	420	...	542
Aided by Government or by District or Municipal Boards.	18	667	105	...	448	103	11	10,420	680	10,733	18,171	...	39,924
Maintained by Native States	20	364	...	...	317	47	...	...	...	180	14,766	1,448	16,394
Unaided	178	5,812	63	...	2,774	2,373	602	...		81,960	58,817	...	1,40,777
Total ...	361	9,686	325	11	4,234	2,633	2,483	26,032	722	92,903	1,78,242	1,496	2,99,396
For Females—													
Managed by Government ...	1	16	...	...	...	16	...	540	...	...	...	...	540
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	11	657	...	...	515	111	31	18,553	...	15,287	5,659	...	39,499
Maintained by Native States	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	30	1,932	...	...	189	1,540	203	...	...	50,106	6,258	...	56,364
Total ...	42	2,605	...	...	704	1,667	234	19,093	...	65,393	11,917	...	96,403
Grand Total ...	403	12,291	325	11	4,938	4,300	2,717	45,125	722	1,58,296	1,90,159	1,496	3,95,798

EDUCATION—GENERAL TABLE IX.

Return showing the classification of pupils by ages in Bihar and Orissa for the year 1911-1912.

Ages.	Infants.		Primary.				Middle.		High.				Total.
	A	B	I	II	III	IV	V	VI	4th class.	3rd class.	2nd class.	1st class.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Below 5 ...	35,979	894	12	...	...	...	...	...	...	...	...	...	36,885
5 to 6 ...	86,150	9,022	855	46	2	...	...	...	...	...	...	...	96,075
6 to 7 ...	85,638	23,738	4,179	613	39	3	3	...	...	...	...	...	114,413
7 to 8 ...	79,541	28,675	9,975	2,894	277	75	10	...		...	...	...	112,447
8 to 9 ...	41,635	25,827	15,462	7,754	1,844	319	40	16	2	...	...	...	92,098
9 to 10 ...	24,643	17,410	15,435	11,421	2,496	1,035	287	57	5	...	...		72,789
10 to 11 ...	14,576	12,112	12,122	11,846	3,511	2,087	777	280	68	4	...	1	57,284
11 to 12 ...	9,072	9,139	8,597	8,202	3,256	2,742	1,252	685	234	38	8	2	43,167
12 to 13 ...	4,974	3,784	4,886	5,144	2,465	2,370	1,491	1,061	543	207	27	4	26,956
13 to 14 ...	2,095	1,978	3,165	3,074	1,681	1,575	1,349	1,207	789	430	130	16	17,430
14 to 15 ...	1,470	948	1,496	1,590	846	1,001	846	894	797	648	303	98	10,999
15 to 16 ...	756	371	606	670	365	377	699	541	554	648	553	425	6,565
16 to 17 ...	647	292	434	480	177	133	299	362	372	446	559	655	4,796
17 to 18 ...	894	189	237	337	69	64	82	137	212	255	393	602	3,202
18 to 19 ...	383	159	245	305	23	26	46	53	83	111	211	426	2,131
19 to 20 ...	388	173	147	311	16	21	26	24	41	60	128	276	1,623
Over 20	975	335	354	202	16	35	18	33	27	38	59	241	2,333
Total ...	380,706	135,037	78,179	54,949	16,163	11,863	7,225	5,290	3,729	2,885	2,423	2,744	701,193
	5,15,743		1,61,154				12,515		11,781				

N.B.—Some of the college authorities were unable to supply statistics of their pupils by ages; hence the omission of the columns for colleges.

EDUCATION—GENERAL TABLE X.

Return showing the number and qualifications of teachers in Bihar and Orissa for the year 1911-1912.

	In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Trained ...	268	64	2	2,636	388	79	152	10	251	71	73	...	...	96	36	2	...	...	...	...	4,008
Untrained ...	296	176	14	15,677	6,246	138	193	13	565	164	299	...	...	469	412	30	...	5	20	9	24,726
Total ...	564	240	16	18,313	6,634	217	345	23	816	235	372	...	...	565	448	32	...	5	20	9	28,794
Possessed of a University degree.	...	...	...	...	...	...	...	...	5	1	74	...	...	93	65	26	...	3	15	6	288
No degree ...	564	240	16	18,313	6,634	217	345	23	811	234	298	...	..	472	383	6	...	2	5	3	28,506
Total ...	564	240	16	18,313	6,634	217	345	23	816	235	372	...	..	565	448	32	...	5	20	9	28,794

EUROPEAN EDUCATION—GENERAL TABLES,

BIHAR AND ORISSA,

1911-1912.

EUROPEAN EDUCATION—GENERAL.

Return of European Schools and Scholars in

Class of Institutions.	PUBLIC INSTITU															
	Under Public Management.												Under Private			
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SCHOOL EDUCATION, GENERAL.																
SECONDARY SCHOOLS.																
For Boys—																
High Schools ... English ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	4	336	334	284
Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Boys' Schools ..	...	...	...	...	...	...	...		...	...	.	...	4	336	334	284
For Girls—																
High Schools ... English ...	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Middle Schools ... English ...	...	..	...	...	...	...	...	...	...	...	...	...	4	406	356	331
Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Girls' Schools ...	...	...	...	...	...	...	...	...	...	...	...	..	4	406	356	331
GRAND TOTAL SECONDARY SCHOOLS FOR BOYS AND GIRLS	...	...	...	...	...	...	...	...	...	...	...	...	8	742	690	615
PRIMARY SCHOOLS.																
For Boys—																
Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	2	68	68	60
Lower Primary	...	.	...	...	...	...	...	...	...	...	...	...	2	26	21	13
Total Primary Schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	4	94	89	73
For Girls—																
Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	4	71	79	64
Lower Primary	...	...	...	.	...	...	...	...	...	...	...	...	...	...	..	..
Total Primary Schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	4	71	79	64
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	...	...	...	...	...	...	...	...	...	...	...	...	8	165	168	137
SCHOOL EDUCATION, SPECIAL.																
SCHOOLS FOR SPECIAL INSTRUCTION.																
Training Schools—																
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	1	68	60	50
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	1	68	60	50
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	...	...	...	...	...	...	...	...	...	...	...	...	17	975	918	802

PRIVATE INSTITUTIONS.

1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental Classic ... ...
2. Elementary, teaching a vernacular only or mainly ... { For boys ... ; ,, girls ...
3. Elementary, teaching the Koran ... ... { For boys ... ; ,, girls ...
4. Other schools not conforming to Departmental Standards { For boys ... ; ,, girls ...

Total ...

GRAND TOTAL FOR 1911-1912 ...

TABLE III.

Bihar and Orissa for the official year 1911-1912.

TIONS. MANAGEMENT. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning— English. Boys.	English. Girls.	English. Total.	A classical language. Boys.	A classical language. Girls.	A classical language. Total.	A vernacular language. Boys.	A vernacular language. Girls.	A vernacular language. Total.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	336	275	61	336	92	...	92	105	19	124	61	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	336	275	61	336	92	...	92	105	19	124	61	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	406	90	316	406	4	63	67	11	53	64	...	90
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	4	406	90	316	406	4	63	67	11	53	64	...	90
...	...	...	...	8	742	365	377	742	96	63	159	116	72	188	61	90
...	...	...	...	2	68	37	31	68	...	...	...	5	5	10	31	...
...	...	...	...	2	26	18	8	26	...	...	...	...	...	...	8	...
...	...	...	...	4	94	55	39	94	...	...	...	5	5	10	39	...
...	...	...	...	4	71	33	38	71	...	...	...	2	...	2	...	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	71	33	38	71	...	...	...	2	...	2	...	33
...	...	...	...	8	165	88	77	165	...	...	...	7	5	12	39	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	68	68	...	68	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	68	68	...	68	...	...	...	...	...	...	...	...
...	...	...	...	17	975	521	454	975	96	63	159	123	77	200	100	123
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17	975	521	454	975	96	63	159	123	77	200	100	123

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

Number of Scholars in European Schools in Bihar and Orissa on the 31st March 1912, classified according to sex, race, or creed.

	Europeans and Eurasians.	Native Christians.*	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Bhabans, Rajputs, Baidyas and Kayasthas.	Others.					
1	2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys—										
High Schools ... Male ...	...	...	...	...	...	...	...	...	...	...
High Schools ... Female ...	...	..	.	...	...	...	..	...	...	...
Middle Schools—										
English ... Male ...	269	...	...	...	...	2	...	...	4	275
English ... Female ..	61	...	...	...	...	...			...	61
Vernacular ... Male ...	...	...	...	...	...	...	...	...	...	...
Vernacular ... Female ...	...		..	...	...	...	...		...	...
For Girls—										
High Schools ... Male ...	...	...	...	...	...	...	...	...	...	...
High Schools ... Female ...	...	...	...		..	...	...	...	...	...
Middle Schools—										
English ... Male ...	79	3	4	2	...	2	...	...	...	90
English ... Female ...	313	...	2	...	...	1	...	...	...	316
Vernacular ... Male ...	...	...		...	...	..	...	...	..	...
Vernacular ... Female ...	...	...	...	...	...	...		...	...	...
Total ...	722	3	6	2	...	5	...	...	4	742
PRIMARY SCHOOLS.										
For Boys ... ... Male ...	55	...	...	...	...	..	...	..	..	55
For Boys ... ... Female ...	39	...	...	...	...	...	...	...	...	39
For Girls ... ... Male ...	33	...	...	...	...		...	...	...	33
For Girls ... ... Female ...	38	.	...	...	...	.	...	...	...	38
Total ...	165	...	...		...	...	...	...	...	165
SCHOOL EDUCATION—SPECIAL.										
Industrial Schools ... Male ...	68	...	...	...	...	...	...	...	...	68
Industrial Schools ... Female ...	...	...	...	...	...		...	...	...	...
Total ...	68	...	...	...	...	...	...	...	...	68
Total of Schools of Public Instruction	955	3	6	2	...	5	...	...	4	975
GRAND TOTAL FOR 1911-1912 ...	955	3	6	2	...	5	...	...	4	975

* Include aboriginal Christians.

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in the European

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.																					
SECONDARY SCHOOLS.																					
For Boys—																					
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary School for Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
Middle ,, ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PRIMARY SCHOOLS.																					
For Boys—																					
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.																					
Training Schools for—																					
(a) Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools... Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools... Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools... Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Professional Colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— Other Special Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IV.

Schools in Bihar and Orissa for the official year 1911-1912.

TUTIONS.																		
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							
Aided by Government or by District or Municipal Boards.							Unaided.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources. Private.	All other sources. Public. Native States Revenues	All other sources. Public. Imperial contributions.	GRAND TOTAL
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,936	...	...	7,639	14,734	679	30,988	...	...	...	...	7,936	...	...	7,639	15,413	...	...	30,988
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,936	...	...	7,639	14,734	679	30,988	...	...	...	...	7,936	...	...	7,639	15,413	...	...	30,988
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9,730	...	...	9,239	3,476	10,234	32,679	...	...	...	...	9,730	...	...	9,239	13,710	...	...	32,679
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9,730	...	...	9,239	3,476	10,234	32,679	...	...	...	...	9,730	...	...	9,239	13,710	...	...	32,679
17,666	...	...	16,878	18,210	10,913	63,667	...	...	...	...	17,666	...	...	16,878	29,123	...	...	63,667
1,545	...	...	2,087	1,532	357	5,521	...	...	...	...	1,545	...	...	2,087	1,889	...	...	5,521
703	...	...	702	988	63	2,456	...	...	...	...	703	...	...	702	1,051	...	...	2,456
2,248	...	...	2,789	2,520	420	7,977	...	...	...	...	2,248	...	...	2,789	2,940	...	...	7,977
1,650	...	...	1,891	2,219	389	6,149	...	...	...	...	1,650	...	...	1,891	2,608	...	...	6,149
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,650	...	...	1,891	2,219	389	6,149	...	...	...	...	1,650	...	...	1,891	2,608	...	...	6,149
3,898	...	...	4,680	4,739	809	14,126	...	...	...	...	3,898	...	...	4,680	5,548	...	...	14,126
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
550	...	...	1,240	500	83	2,373	...	...	...	...	550	...	...	1,240	583	...	...	2,373
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
550	...	...	1,240	500	83	2,373	...	...	...	...	550	...	...	1,240	583	...	...	2,373
22,114	...	...	22,798	23,449	11,805	80,166	...	...	...	...	22,114	...	...	22,798	35,254	...	...	80,166
...	...	...	2,276	8	152	2,436	...	...	...	...	...	...	...	2,276	160	...	...	2,436
...	...	...	2,124	443	1,271	3,838	...	...	...	...	...	...	...	2,124	1,714	...	...	3,838
...	...	...	4,400	451	1,423	6,274	...	...	...	...	...	...	...	4,400	1,874	...	...	6,274
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	5,058	...	...	...	...	...	...	5,058
...	...	...	...	...	...	...	...	...	...	...	60	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	473	...	...	...	...	...	...	473
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	533	...	...	...	...	...	...	533

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in the European Schools

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MISCELLANEOUS.																					
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grants to European and Eurasian cadets.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF INDIRECT EXPENDITURE	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1911-1912.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IV.

in Bihar and Orissa for the official year 1911-1912.

TUTIONS.																		
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							
Aided by Government or by District or Municipal Boards.							Unaided.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Funds.	All other sources. Private.	All other sources. Public. Native States Revenues.	All other sources. Public. Imperial contributions.	GRAND TOTAL.
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	24,407	...	...	11,781	5,713	...	...	41,901
...	...	...	...	...	...	...	...	...	...	...	100	...	...	...	...	...	...	100
...	...	...	...	...	...	...	...	...	...	...	619	...	...	...	...	...	...	619
...	...	...	...	...	...	...	...	...	...	...	772	...	...	...	...	...	...	772
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,184	1,998	...	...	7,182
...	...	...	...	...	...	...	...	...	...	...	25,958	...	...	16,965	7,711	...	...	50,634
...	...	...	4,400	451	1,423	6,274	...	...	...	...	31,549	...	...	21,365	9,585	...	...	62,499
22,114	...	...	27,198	23,900	13,228	86,440	...	...	...	...	53,663	...	...	44,163	44,839	...	...	1,42,665

EUROPEAN EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education of Europeans in Bihar and Orissa at the end of the official year 1911-1912.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books.			Lower Primary Stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools for Boys. (*English and Vernacular.*)																				
Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	4	336	...	...	...	62	8	70	83	12	95	130	41	171	...	...	...	275	61	336
Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	336	...	...	...	62	8	70	83	12	95	130	41	171	...	...	...	275	61	336
Secondary Schools for Girls. (*English and Vernacular.*)																				
Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	4	406	...	...	...	15	67	82	11	73	84	64	176	240	...	...	...	90	316	406
Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	406	...	...	...	15	67	82	11	73	84	64	176	240	...	...	...	90	316	406
Total Secondary Schools for Boys and Girls.	8	742	...	...	...	77	75	152	94	85	179	194	217	411	...	...	...	365	377	742
Primary Schools for Boys.																				
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	4	94	...	...	...	...	...	...	5	6	11	50	33	83	...	...	...	55	39	94
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	94	...	...	...	...	...	...	5	6	11	50	33	83	...	...	...	55	39	94
Primary Schools for Girls.																				
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	4	71	...	...	...	...	...	...	1	11	12	32	27	59	...	...	...	33	38	71
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	71	...	...	...	...	...	...	1	11	12	32	27	59	...	...	...	33	38	71
Total Primary Schools for Boys and Girls.	8	165	...	...	...	...	...	...	6	17	23	82	60	142	...	...	...	88	77	165
Grand Total for 1911-1912.	16	907	...	...	...	77	75	152	100	102	202	276	277	553	...	...	...	453	454	907

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 20TH DECEMBER 1913.

RESOLUTION—No. 5643.

READ—

The Report on the Progress of Education in Bengal for the years 1907-08 to 1911-12.

1. The report deals with the province of Bengal as it stood on the 31st March 1912, before the recent territorial rearrangements, and covers the period of five years ending on that date. It was prepared by Mr. Prothero, late Inspector of European Schools, who was placed on special duty for the purpose, and it has been thoroughly revised by Mr. G. W. Küchler, C.I.E., who was Director of Public Instruction throughout the quinquennium, except for about nine months in 1909, when he was absent on leave, and Mr. H. R. James, Principal, Presidency College, officiated.

In reviewing Mr. Prothero's report, the Governor in Council proposes to confine himself mainly to a bare summary of facts and to offer little in the way of comment, since a great part of the area with which this report is concerned has now passed under the jurisdiction of another Government, and the review is required merely for record.

THE EDUCATIONAL SERVICES.

2. In accordance with the suggestions of the Royal Decentralization Commission, certain powers were delegated by Government to the Director, and by the Director to his subordinate officers. Whatever relief this measure of decentralization may have afforded, it was more than counterbalanced by the great expansion in all branches of education; for the directing staff had to be strengthened by the appointment of a special officer in connection with technical and industrial education and by the deputation of a Provincial Service officer to act as an Additional Assistant Director of Public Instruction. So important, indeed, were the developments of the quinquennium that large additions to the staff in every branch of the service became necessary to enable the department to cope with the increased burdens thrown upon it. Fourteen appointments were added to the Indian Educational Service, 20 to the Provincial Service, 284 to the Subordinate Service, and 62 to the Lower Subordinate Service, during the period under review.

3. The inspectorate was reinforced by the appointment of additional inspectors, while six special officers, three of whom were of the status of assistant inspectors, were appointed for the control and encouragement of Muhammadan schools. Since the close of the quinquennium proposals have been made for the amelioration of the pay and prospects of the Indian and Provincial Educational Services, but, though a certain measure of immediate relief has been afforded to a few selected officers, a definite decision on the general question will now have to be postponed until the receipt of the report of the Public Services Commission.

Collegiate Education.

4. The University is now to some extent a teaching as well as an examining body. The Minto Professorship of Indian Economics has been established, and since the close of the quinquennium three new professors have been appointed—the Hardinge Professor of Mathematics, the King George the Vth Professor of Mental and Moral Science, and the Carmichael Professor of Ancient Indian History and Civilization. The post-graduate students, who now number 550, have received special assistance through the appointment of University lecturers in various important subjects. In addition to the grants given by Government, the University has received generous donations from Sir T. N. Palit, the Maharaja of Darbhanga, the Maharaja of Cossimbazar, and, in the current year, from Dr. Rash Behari Ghose.

5. The Government colleges showed a steady improvement during the period under review. Governing bodies have been constituted, and the principal has ceased to be solely responsible for the management of the college. The governing bodies of the Presidency and Sibpur Colleges have been given consolidated grants, which they can administer without reference to any higher authority. If this experiment in financial autonomy is successful, the advisability of extending the principle to other Government colleges will be considered.

6. There has been continuous progress also in the Presidency College. The number of students admitted has increased, and a still larger number is seeking admission. The college has been extended, and further accommodation will be available as soon as the site now occupied by the Hare School can be utilized for the purposes of the Arts branch.

The Hooghly, Krishnagar and Sanskrit Arts Colleges have all made satisfactory progress, but further development is necessary, especially in regard to the provision of hostels and laboratories. As funds be come available, these deficiencies will be made good. There is also a demand for increased affiliation in certain subjects, and this demand will be satisfied as opportunity occurs.

Most of the private colleges are also endeavouring to attain to the new standard set before them by the University, and Government is supplementing their efforts by affording all possible financial assistance.

The General Assembly's Institution and the Free Church Institution were amalgamated in 1908, under the name of the Scottish Churches College. The large number of students seeking admission to the college have rendered necessary an increase in class accommodation, and the erection of new laboratories, towards which Government has given large grants. At St. Columba's College, Hazaribagh, which has advanced materially during the quinquennium, a fine new building has been erected. The St. Xavier's College, the Metropolitan Institution, and the City College are in receipt of a large measure of assistance from Government.

Secondary Education.

7. At the close of the quinquennium under review there were 168,396 pupils attending secondary English schools—an increase of 45,459 since the close of the last quinquennium. While these figures are satisfactory, it is a matter for regret that the number of pupils attending middle vernacular schools shows a decrease of 11,489 during the last fifteen years. This is probably due to the increased popularity of the high English schools, which tend to eclipse the middle vernacular schools by attracting a large number of boys who would formerly have passed direct from the primary to the middle vernacular stage.

A marked feature of the period under review has been the increase in the number of English schools, accompanied by a decrease in the number of secondary vernacular schools. Three new high schools and 135 new middle English schools were established, while there was a loss of 51 middle vernacular schools, with a consequent reduction of expenditure of Rs. 23,191, as compared with the figures at the end of the last quinquennium.

8. While the increase in the number of English schools and the pupils attending them is proof of the growing interest in secondary education, the present system of private high schools has grown up practically without control, and it by no means follows that the condition of these schools is entirely satisfactory. At the end of the period under review, of the 1,170 English schools for boys, 118 were under public, and 1,052 were under private, management. Of the latter, 350 were high schools, of which 194 were aided and 156 unaided. There has been a substantial increase in expenditure on secondary schools for boys, amounting to Rs. 6,84,921 in the last five years. Of this sum, the increased expenditure on high schools accounts for as much as Rs. 5,28,008. The total of the grants-in-aid from provincial revenues amounted to about Rs. 12,500 a month, for all secondary schools, in 1911-12. In that year, 64 per cent. of the total cost of secondary schools was defrayed from fees. There is every reason to believe that the grant-in-aid rules, by insisting on teachers being duly qualified and trained, on responsible committees of management being appointed, and on sanitary arrangements being carried out, have, together with salutary changes in the curriculum, contributed very largely to the improvement of secondary education

9. Government has under consideration a general scheme for the reform of secondary education, and further progress will, to some extent, depend on an alteration in the rules regulating the award of scholarships and on the institution of new examinations. The revised curricula for middle English and middle vernacular schools differ more widely than before, and as English is to be an optional subject even at the upper primary examination, the scholarship rules must be recast.

Primary Education for Boys.

10. Since the last quinquennium, there has been a steady increase each year in the number of primary schools and the number of pupils, the figures for 1911-12 being respectively 36,334 schools and 11,24,509 pupils, representing, during the quinquennium under review, an increase of 2,380 institutions and 1,71,154 scholars. Each primary school now serves an average area of 3·4 square miles, as against 4 square miles at the end of 1906-07.

The increase in attendance indicates considerable progress, which may be attributed in large measure to the more liberal expenditure of funds.

The increase in expenditure during the quinquennium 1901-02 to 1906-07 was over 4½ lakhs, and this rate has been very nearly maintained during the quinquennium under review. It is hoped that the efforts of the District and Local Boards in this direction will be continued, and, with the co-operation of the Education Department, directed not only to the increase in the number of schools but also to the enlargement and improvement of existing schools.

11. The increase in the number of schools shows that the demand for primary education is so great that it compels satisfaction at any cost, but the mere increase in number may involve some difficulty and injury to existing institutions if the supply of funds is not increased at least in proportion. In 1906-07 there were 6,406 unaided primary schools; in 1911-12 the number had risen to 8,425—an increase of 31·5 per cent. The consequence of this increase in the number of primary schools is that the payments to individual *gurus* are being gradually reduced. The District Board contributions come mainly from pounds and ferries, and unfortunately this source of income shows no signs of expanding to meet the increasing educational requirements of the province. One of the essential needs of the moment is an increase in the emoluments of teachers which will ensure to them something more than a bare subsistence.

12. At the beginning of the quinquennium, Bengal was in receipt of Imperial recurring grants for primary education amounting to Rs. 13 lakhs. These sums were devoted mainly to the training of primary school teachers, by increasing the number of *guru*-training schools and the quality of the accommodation provided in them, increased staff and larger stipends. The

subordinate inspecting staff was increased and funds were provided for the primary education of Muhammadans. In 1911 a non-recurring grant of two lakhs of rupees was received from Imperial funds, half of which was allotted to the primary school teachers' training scheme and the other half to the equipment of schools and the preparation of new manuals.

13. It must be admitted that the quality of the education imparted in the primary schools is still far from satisfactory. The difficulty lies in providing for so large a number of schools funds sufficient to maintain an adequate inspecting staff, to erect suitable school buildings, and to pay and train teachers. The liberal grants recently made by the Imperial Government are a welcome addition to the contributions from provincial revenues, and every effort will be made to utilize them in the most practical and efficient manner for the advancement of truly popular education.

Training of Teachers.

14. Roughly speaking, there are three classes of teachers whose training comes under consideration—English teachers, vernacular teachers in secondary schools, and vernacular teachers in primary schools.

The David Hare Training College, the Patna Training College and the Bhowanipur London Missionary Society's Aided Training College, which were established during the quinquennium, have all succeeded in securing admirable results in the B. T. and L. T. examinations. The Government has done much to encourage the teachers of secondary schools to undergo a course of training, teachers in a Government school receiving full pay during the period of their training, and no graduate teacher being employed in the Subordinate or Lower Subordinate Educational Service unless he has agreed to go through such a course when required. The promotion of a graduate teacher depends also on his attaining, within a period of five years, either a B. T. degree or a L. T. diploma.

The outturn of trained teachers is, however, insignificant when compared with the large number of untrained teachers, and the scope and resources of the existing colleges require great extension if they are to provide adequate instruction not only for teachers in Government employ, but also for teachers in private institutions.

There are first-grade vernacular training schools at Calcutta, Hooghly, Patna, Motihari, Ranchi and Cuttack. The Church Missionary Society maintains an aided training school for Bengali teachers at Krishnagar, and it is intended to establish a first-grade training school at Bhagalpur as soon as funds are forthcoming.

15. It was reported in the last quinquennial review that the teachers, who had passed through the first-grade training schools since 1901, were inferior to their predecessors. In 1901 a committee was appointed to revise the course of studies, and Government sanctioned a new syllabus which, it is hoped, will do away with the defects found in the original scheme.

16. During the quinquennium, the Bengal Government concentrated its efforts largely on the extension and improvement of *guru*-training schools. A beginning was made with one such school in each civil subdivision, but the number was gradually doubled. Each school was designed to accommodate 18 students, all of whom received small stipends, and went through a course lasting two years. The cost, as is observed in paragraph 12 of this Resolution, was met chiefly out of Imperial grants.

17. There are 201 *guru*-training schools, of which 10 are *mianji* schools and three are reserved for aboriginal teachers. Under the original scheme framed in 1905 type plans and estimates for improved buildings were prepared by Government, but the buildings were constructed by contractors under the superintendence of the Education Department. This system provided for only a nominal supervision by the Public Works Department, and it proved so unsatisfactory that the buildings were placed under the control of the Public Works Department in 1910.

The 201 *guru*-training schools were attended by approximately 3,000 pupils, the corresponding figures at the end of the previous quinquennium

being 111 schools with 1,424 students. In 1906-07 only 482 *gurus* completed the full course, but in 1911-12 the number had increased to 953.

These figures show a satisfactory rate of progress, and there is no doubt that the standard of teaching in the primary schools has been improved by the introduction of trained *gurus*. It is, however, a very disquieting feature of the system that a large percentage of the trained *gurus* do not return to their primary schools but take up other employment. In the three years from 1909-10 to 1911-12 Government lost in this way the services of 740, 288 and 432 *gurus*. This is a very disappointing result of the efforts which are being made, and while there is every reason to believe that a certain number of *gurus* leave their schools in order to take up higher educational work, there is no possible doubt that the defection of a large majority of the trained teachers is due to the fact that their prospects in their old profession are gloomy in the extreme. The only solution of the problem is to raise the remuneration of the *gurus* to a figure that will represent an adequate living wage. The Allahabad Conference suggested that no trained teacher should receive less than Rs. 12 per mensem. The extra expense must be faced, and early steps will be taken to raise the rates of pay.

Professional or Technical Schools and Colleges.

18. One of the chief features of the quinquennium was the establishment of Law Colleges at Calcutta and Patna by the University and the Government respectively, and the consequent closing of the B. L. classes in Government, and mufassal colleges.

The Sibpur Engineering College had 319 students on the rolls on the 31st March 1912, of whom 95 were in the Engineering Department, 181 in the Apprentice Department, 33 in the Artisan Department, and 10 in the Dyeing class. There has been a large increase in the number of students appearing in the Sub-Overseer and Overseer examinations, which since 1901 have been entrusted to the Joint Technical Board. The Agricultural classes have been transferred to the new college at Sabour.

19. The results of the B. E. and I. E. examinations in 1911-12 were distinctly satisfactory, the percentage of successes being respectively 84·2 and 100 per cent. The corresponding percentages in the B. E. and F. E. examinations in 1906-07 were only 60·8 per cent. and 57·8 per cent.

In pursuance of the scheme for the bifurcation of studies recommended by the Education Commission, B and C classes were opened in 1901. The former were intended to provide for those whose tastes lay in the direction of mathematics and an industrial training, and the latter for those who preferred to earn their living in a commercial office. Both the B and C class experiments have proved a failure. In 1911-12 only nine candidates presented themselves at the B class examination, while, owing to the dearth of students, the C classes have been abolished.

20. Although C classes have disappeared from mufassal schools, instruction in commercial subjects is still given in Calcutta at the Government Commercial Institute. This institute has been doing fairly well, but its progress is not altogether satisfactory or commensurate with the importance of its work. The questions of the constitution and the improvement of the classes are at present under the consideration of Government.

21. At the Calcutta School of Art some progress has been achieved on the industrial side: 280 students were attending the school at the end of 1912 as against 252 on the 31st March 1907. It is difficult as yet to say what the ultimate results of the important modification in the ideals of the school introduced by Mr. Hornell will be, but its progress on the Fine Arts side is being sympathetically watched by Government, and its development on the original and national lines which were laid down for it by its former principal will be encouraged.

22. The Serampore Weaving School is composed of two classes—one of young men who have been trained at a technical school, or who have passed the B class final or the Matriculation examination, the other of practical weavers. The former undergo a two years' course with the object of fitting

themselves for positions of responsibility in manufacturing concerns, while the latter are put through a training in practical weaving for about six months.

The school started in May 1901 with 30 students in the higher class, and one actual weaver in the lower class. The figures in March 1912 were 35 in the first and second year classes, and 29 in the weaver class.

The success of the Serampore Weaving School has not been equalled in the other numerous industrial schools in the province, and there is reason to fear that the methods adopted are not always practical. The Governor in Council has learnt with regret that the first Superintendent of Industries has been compelled to resign his post through ill-health. The loss of Dr. Denning at the moment when he had obtained a grasp of the problems awaiting solution is a serious one.

23. In January 1912, Government decided to convene a committee to consider the whole question of technological instruction in Bengal. The committee submitted their report after the close of the quinquennium under review. Their proposals, which comprise the creation of a Technological Institute in Calcutta and a separate residential Civil Engineering College, are under the consideration of Government.

Female Education.

24. The growth of female education was greatly hampered by the want of an adequate controlling staff. This defect was, to some extent, remedied in 1907 by the appointment of two Inspectresses of Schools. There is also an Assistant Inspectress in each division, but it will probably be necessary to increase the number in the near future, especially for zenana work.

There were 1,85,701 girls and women under instruction at the end of 1912, of whom 1,63,970 were in primary and secondary schools. On the 31st March 1907, the number under instruction was 1,21,195. These figures show considerable progress, but even so, only about 1 girl in 25 is attending school, and the great majority leave school so young that they hardly receive even the rudiments of a simple education. This is proved by the fact that the proportion of girls in the secondary and high stage of instruction is only ·43 and ·16 per cent., the corresponding figures in 1906-07 being almost exactly the same.

25. As regards collegiate education, the figures show that progress is equally slow, but a highly efficient college has been established during the quinquennium under the Diocesan Board of Education, which is affiliated to the University up to the B. A. standard and is doing excellent work, and a collegiate department, teaching up to the I. A. standard, has been added to the Loreto House School. Much money has also been spent for the improvement of the Bethune College. It may reasonably be hoped that progress will be more rapid and will constitute a real advance in education during the current quinquennium.

26. Excluding the Bethune Collegiate School, which is directly managed by Government, there are 13 high schools under private management, in the province, of which 10 are aided. These schools are for the most part doing excellent work, but the middle English and middle vernacular schools, of which there are 11 and 27, respectively, are not doing so well. The mission schools, however, are an exception to the general rule.

27. The number of girls and women undergoing technical and industrial instruction rose from 118 in 1906-1907 to 681 in 1911-12. This is an encouraging increase, though the figures are still insignificant when compared with the total population. The training schools at Kalimpong, the Buddhist Girls' Technical School in Darjeeling, and the Mohila Silpa Asram in Calcutta continued to do excellent work. Progress in this branch of education must, for obvious reasons, be slow, and, however desirable such instruction may be in itself, it can never touch the vast bulk of the female population. The hope for the future appears to lie in zenana classes, which have met with a considerable measure of success in Eastern Bengal. The training of teachers is also a necessary element of success. The missionary

training schools, as a rule, train only Christian teachers. They may of course be encouraged to take non-Christian pupils, but the institutions of the type of the Hindu female training class at Bhowanipur and the Nawab Badshah Razvi College at Bankipore must supply the majority of Hindu and Muhammadan teachers, for want of whom girls' schools under Indian management show but small advance.

28. Trained teachers are required not only for primary, but also for secondary, education ; and until orthodox Hindu ladies are so trained, but few pupils other than Brahmo and Christian girls are likely to pass from elementary to secondary education.

The Education of Europeans.

29. The most remarkable feature of European education is the significant fact that the only Europeans who appear at the University examination are girls, and the only institution which prepares them successfully is the Loreto Convent. There is little inducement for Europeans to appear at these examinations, and the University has recently acknowledged the unsuitability of the ordinary curriculum by allowing the Senior Cambridge Local, if passed in certain subjects, to count as equivalent to the Matriculation, and if passed in certain additional subjects, to the I.A. examination.

It is possible that this concession will induce Anglo-Indian students to take a University course ; but the poverty of the Anglo-Indian community and the closing to its members of certain avenues of employment in Government departments are additional causes contributory to their lack of interest in higher education.

30. The revised Code for European Schools came into force in 1911, and the schools were graded into four classes—elementary, higher elementary, secondary, and higher secondary. The two former classes are expected to prepare pupils efficiently for departmental tests, while the Junior Certificate examination is a school final test for secondary, and the Senior for the higher secondary, schools.

The new code has received general approval, and though it is probably susceptible of improvement in certain details, there is no doubt that it has conduced, and will continue to conduce, to the fuller development of European schools. The more liberal provision of scholarships and grants-in-aid has not been without its effect, and though the quinquennium shows an increase of only one in the number of schools, yet there has been a material increase of 814 in the number of pupils. A very small proportion of pupils, however, pursue their studies in the most advanced classes, the majority leaving at an earlier age in order to obtain employment on the railways and in other Government departments, or to serve their apprenticeship with engineering firms. It is satisfactory to note that in 1911-12 there were 596 teachers on the staff of the various primary and secondary schools, or 1 teacher to every 15 pupils. This proportion is adequate, but only 7 per cent. of the teachers were graduates, and only 6 per cent. had received training of any kind. The number returned as trained decreased from 42 to 36. It is true that 29 out of the 71 secondary and primary schools are managed by Christian societies, whose teachers have been highly trained in their own orders, but, leaving these special cases aside, there are no facilities for the training of European male teachers in the province. The scheme for the training of female teachers now obtaining in the Dow Hill Training College is also inadequate, but Government is taking steps to improve the system, and it is hoped that it will soon be possible to obtain the services of a competent lady principal educated in modern European methods.

31. Another prominent feature of European education is the lack of interest shown in professional and technical training. Very few members of the domiciled community take up the study of Law, Medicine, Art or Agriculture, and it is a regrettable fact that the number of students at the Sibpur College shows a serious falling off, in spite of the fact that technically trained Europeans can always find suitable employment. The Sub-Overseer classes

at the Victoria and the Geothal's Memorial School at Kurseong show little improvement, and the classes at Kalimpong have been discontinued.

The commercial class at the Victoria School has been abolished, and it cannot be said that the class for girls at the Dow Hill School is altogether satisfactory. The class attached to the Young Men's Christian Association in Calcutta has also failed to show any substantial progress, offering a marked contrast in this respect to the rapid expansion of the similar class for girls attached to the Young Women's Christian Association.

32. St. Helen's Convent and the St. Andrew's Colonial Homes at Kalimpong are doing excellent work in giving their pupils a domestic training, and much is being done in both institutions to systematize this training and to regulate it in accordance with the latest developments of domestic science.

The new code requires that girls should be taught the elements of housewifery, but a syllabus has yet to be provided for the enlightenment of school managers, and the methods and details of instruction in household management vary in different schools.

UHAMMADAM EDUCATION.

33. The census of 1911 shows that the Muhammadan population represented 17·6 per cent. of the province as then constituted, and that of every 1,000 males 96 were literate, while of every 1,000 females only 4 could read and write. Although, however, the Muhammadans are patently backward in education, there are satisfactory signs of improvement. A comparison of the figures for 1911-12 with those of 1910-11 shows that the increase of Muhammadans under instruction has been more rapid than the increase in the total number of pupils under instruction. In 1906-07 the percentage of pupils to the total population of school-going age was only 12·34, but five years later it was more than half as large again, viz., 19·05.

34. Government has done much to advance Muhammadan education, and Sir Archdale Earle's scheme of improvement was introduced during the quinquennium. The work of the Calcutta and Hooghly Madrasahs has been remodelled, and the study of English has been encouraged. The higher Madrasah Standard Examination has been placed on a level with a University degree as a passport to certain avenues of Government employment. An attempt has also been made to improve private Madrasahs and the education given in Maktabs. The result of the progress of the Maktabs during the quinquennium has been remarkable. In 1907-08 there were 1,646 recognized and 798 unrecognized Maktabs, with a total number of 50,402 pupils. In 1911-12 there were 3,695 Maktabs of the former class and 841 of the latter, while the number of students had risen to 1,12,785.

During the quinquennium, the number of students in the Calcutta Madrasah increased from 265 to 558 in the Anglo-Persian department, and from 473 to 587 in the Arabic department. At Hooghly the figures were 84 in 1907 and 112 in 1912. The privately managed Madrasahs, during the same period, increased in number from 16 to 38, and their pupils from 907 to 2,982.

It is gratifying to note the success of Muhammadan candidates at the University examinations during 1911-12 as compared with the number successful in 1906-07. The number rose from 123 to 261 in the Matriculation, from 54 to 106 in the Intermediate, from 10 to 36 in the B. A., and from 5 to 10 in the M. A. examinations.

The advance of Muhammadan education has been largely promoted by a considerable increase in the expenditure on Maktabs, which rose from Rs. 1,42,727 in 1907-08 to Rs. 3,11,477 in 1911-12.

DISCIPLINE.

35. The physical and moral well-being of students depends very largely on the maintenance of well-managed hostels and on the encouragement of

sports, social intercourse, and a high standard of discipline. It was stated in the last quinquennial review that the general conditions of discipline in the colleges and schools left much to be desired. There has been some measure of improvement in this respect during the past five years, more specially in the colleges, but the state of discipline in a large number of schools still merits the strictures passed upon it five years ago.

36. In conclusion the Governor in Council desires to place on record his high appreciation of the comprehensive and interesting review of the quinquennium, and to thank Mr. Prothero for the care and industry which he has devoted to its compilation.

By order of the Governor in Council,

H. F. SAMMAN,

Secretary to the Govt. of Bengal.

No. 5644.

COPY forwarded to the Director of Public Instruction, Bengal, for information.

CIRCULAR No. 35.

COPY forwarded to all Commissioners of Divisions for information.

By order of the Governor in Council

E. MILSOM,

Under-Secretary to the Govt. of Bengal.

CALCUTTA,
The 20th December 1913.

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SPECIAL TABLES

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On the Continent—

MESSRS. R. FRIEDLÄNDER & SOHN, 11, Carlstrasse, Berlin, N. W. 6.
MR. OTTO HARRASSOWITZ, Leipzig, Germany.
MR. KARL W. HIERSEMANN, 29, Königsstrasse, Leipzig, Germany.
MR. ERNEST LEROUX, Rue Bonaparte, Paris, France.
MR. MARTINUS NIJHOFF, The Hague, Holland.

SPECIAL TABLES

(General).

SPECIAL TABLES (GENERAL).

No. 1.

Schools for Indians and their pupils according to management.

Management.	1896-97.					1901-02.					1906-07.					1911-12.				
	Schools.		Pupils.			Schools.		Pupils.			Schools.		Pupils.			Schools.		Pupils.		
	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Public Management.																				
Government	206	1	15,494	192	15,686	90	1	14,104	175	14,279	290	8	18,811	657	19,468	492	88	27,716	6,348	34,064
Native States	...	...	...	...	...	893	12	13,645	653	14,298	423	10	8,541	439	8,980	174	8	7,460	528	7,988
Board ...	266	12	15,896	864	16,760	253	6	15,484	664	16,148	249	1	18,668	946	19,614	260	2	21,040	1,446	22,486
Total ...	472	13	31,390	1,056	32,446	1,236	19	43,233	1,492	44,725	962	19	46,020	2,042	48,062	926	98	56,216	8,322	64,538
Private Management																				
Aided	27,221	1,579	772,459	47,618	820,077	24,670	1,291	739,505	49,246	788,751	28,468	2,775	868,018	94,059	962,077	31,628	2,864	1,031,025	146,871	1,177,896
Unaided ...	8,339	186	179,360	5,492	184,852	7,978	148	178,415	5,645	184,060	6,979	491	176,636	13,037	189,673	9,714	600	2,601,013	30,461	291,474
Total ...	35,560	1,765	951,819	53,110	1,004,929	32,648	1,439	917,920	54,891	972,811	35,447	3,266	1,044,654	107,096	1,151,750	41,342	3,464	1,292,038	177,332	1,469,370
Grand Total	36,032	1,778	983,209	54,166	1,037,375	33,884	1,458	931,153	56,383	1,017,536	36,409	3,285	1,090,674	109,138	1,199,812	42,268	3,562	1,348,186	185,722	1,533,908

No. 2.

Schools for Indians and their pupils by classes.

Classes.		1896-97.				1901-02.				1906-07.				1911-12.			
		Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.		
			Males.	Females.	Total.		Males.	Females.	Total.		Males.	Females.	Total.		Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Public Schools.																	
Secondary	Boys ...	1,466	138,905	561	139,466	1,471	150,167	330	150,497	1,441	146,923	364	147,287	1,528	192,101	447	192,548
	Girls ...	20	121	1,288	1,409	19	181	1,414	1,595	40	309	3,070	3,379	51	279	5,268	5,547
Primary ...	Boys ..	34,395	823,111	27,046	850,157	32,024	791,434	27,103	818,537	33,954	907,222	46,233	953,455	36,334	1,045,626	78,883	1,424,509
	Girls ...	1,753	1,336	39,306	40,642	1,430	1,378	35,219	36,597	3,218	2,173	70,215	72,388	3,112	1,700	79,372	81,072
Training ...	Boys ...	106	1,110	53	1,163	19	568	44	612	119	1,703	52	1,755	2,137	3,470	78	3,548
	Girls ...	9	10	422	432	9	16	472	488	18	11	280	291	13	15	134	149
Other Special.	Boys ...	61	4,064	42	4,106	370	9,098	112	9,210	893	20,286	733	21,019	4,193	12,876	304	113,180
	Girls ...	...	...	...	...	...	...	...	...	11	33	205	238	386	53	13,302	13,355
Total ..		37,810	968,657	68,718	1,037,375	35,342	952,842	64,694	1,017,536	39,694	1,078,660	121,152	1,199,812	45,830	1,356,220	177,688	1,533,908
Private Schools.																	
Arabic or Persian.	Boys ..	948	8,962	201	9,163	934	10,641	129	10,770	844	9,836	268	10,104	448	6,079	230	6,309
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit ...	Boys ...	1,227	12,718	...	12,718	871	7,568	...	7,568	725	6,289	...	6,289	392	3,911	...	3,911
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Koran ...	Boys ...	473	5,333	480	5,813	503	6,111	399	6,510	373	5,124	321	5,445	318	4,195	380	4,575
	Girls ...	10	11	142	153	15	24	175	199	17	27	254	281	24	6	371	377
Elementary	Boys ...	3,388	25,129	250	25,379	3,501	31,153	350	31,503	2,565	23,892	692	24,584	2,261	24,997	1,082	26,079
	Girls ...	6	...	101	101	8	...	138	138	5	...	55	55	5	...	84	84
Miscellaneous.	Boys ...	227	2,324	18	2,342	89	2,091	33	2,124	243	5,937	95	6,032	380	10,963	180	11,143
	Girls ...	7	5	272	277	10	24	353	377	14	5	1,229	1,234	30	64	1,803	1,867
Total ...		6,286	54,482	1,464	55,946	5,931	57,612	1,577	59,189	4,786	51,110	2,914	54,024	3,858	50,215	4,130	54,345
Grand Total ...		44,096	1,023,139	70,182	1,093,321	41,273	1,010,454	66,271	1,076,725	44,480	1,129,770	124,066	1,253,836	49,688	1,406,435	181,818	1,588,253

No. 3.

Literacy of the total population.

	Number of literates per 1,000.	Number of literates in English per 10,000.
Males	110·7	135·3
Females	8·03	10·4

No. 4.

Scholarships in Arts and Professional Colleges.

		1901-02.	1906-07.	1911-12.
Number of scholarships ..	No.	505	544	646
Expenditure on account of scholarships.	Rs.	99,575	1,15,016	1,69,044

No. 5.

Secondary Schools for Indian boys.

—	SECONDARY ENGLISH.														SECONDARY VERNACULAR.						
	HIGH SCHOOLS.							MIDDLE ENGLISH SCHOOLS.							MIDDLE VERNACULAR SCHOOLS.						
	Public Management.				Private Management.			Public Management.				Private Management.			Public Management.				Private Management.		
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1896-97.																					
Institutions ...	35	4		39	136	120	256	4	13	...	17	417	154	571	35	105	...	140	363	80	443
Pupils ... Males ...	9,556	1,390	...	10,946	21,207	29,598	50,805	517	974	...	1,491	30,470	9,938	40,408	2,199	6,186	...	8,385	22,100	4,880	26,980
Pupils ... Females	...	...	...	...	...	2	2	...	1	...	1	118	53	171	81	5	...	6	226	44	270
1901-02.																					
Institutions ...	36	4	2	42	169	149	318	2	20	13	35	410	145	555	17	111	8	136	328	57	385
Pupils ... Males	10,097	1,694	313	12,104	30,093	36,284	66,377	307	1,691	916	2,914	29,635	9,453	39,088	1,146	5,700	421	7,267	18,864	3,503	22,367
Pupils ... Females	...	...	...	...	6	3	9	...	3	2	5	73	30	103	...	17	1	18	184	11	195
1906-07.																					
Institutions ...	38	3	2	43	182	165	347	3	32	16	51	487	104	591	18	105	4	127	246	36	282
Pupils ... Males ...	9,346	1,156	413	10,915	29,827	37,707	67,534	268	2,530	1,316	4,114	33,704	6,469	40,173	1,257	6,654	207	8,118	13,828	2,241	16,069
Pupils ... Females	...	...	...	...	2	2	4		25	10	35	132	30	162	1	27	...	28	121	14	135
1911-12.																					
Institutions ...	39	2	2	43	194	156	350	6	50	19	75	537	165	702	17	88	3	108	196	54	250
Pupils ... Males ...	12,413	621	550	13,584	42,017	45,886	87,903	864	5,316	1,776	7,956	45,313	13,349	58,662	1,329	5,786	207	7,322	12,578	4,096	16,674
Pupils ... Females	...	...	...	...	12	15	27	...	3	4	7	172	85	257	2	4	1	7	126	23	149

No. 6.

Average annual cost of a Secondary (English and Vernacular) School and that of a Primary School for Indian boys.

—		1896-97.	1901-02.	1906-07.	1911-12.
English Secondary Schools.					
Total expenditure ...	Rs.	18,05,008	20,06,626	23,30,763	30,38,875
Number of schools ..	No.	884	951	1,032	1,170
Average cost	Rs.	2,041·86	2,110·01	2,258·49	2,597·34
Vernacular Secondary Schools.					
Total expenditure ...	Rs.	2,69,423	240,692	2,12,342	1,89,151
Number of schools ...	No.	583	521	409	358
Average cost ...	Rs.	462·13	461·98	841·17	528·35
Primary Schools.					
Total expenditure ...	Rs.	20,21,115	20,99,976	25,50,768	29,90,671
Number of schools ...	No.	34,694	32,234	33,954	36,334
Average cost	Rs.	58·25	65·14	75·12	82·58

No. 7.

Range of pay of teachers in different classes of schools for Indians.

	Grade and class of schools.	Range of Pay.	
		Rs.	Rs.
1.	Best High schools under public management ...	750	15
2.	Ditto ditto private ditto ...	150	10
3.	Best Middle schools under public ditto ...	35	5
4.	Ditto ditto private ditto ...	50	8
5.	Best Primary schools under public ditto ...	20	8
6.	Ditto ditto private ditto ...	35	5

No. 8.

Boys in different Divisions of the Secondary stage in Secondary Schools for Indians.

Stage.	1901-02.	1906-07.	1911-12.
High stage	23,046	32,065	42,527
Middle „	28,368	27,703	39,223
Total ...	51,414	60,668	81,750
Middle Vernacular stage	5,180	3,741	3,464
Grand Total ...	56,59	64,409	85,214

No. 9.

Expenditure on Secondary Schools for Indian Boys.

Class of institutions.	Public Funds.					Private.			
	Provincial.	District Board.	Municipal.	Native States.	Total.	Fees.	Other sources.	Total.	Grand Total.
1	2	2	4	5	6	7	8	9	10
1901-02.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High	1,98,210	5,647	5,894	6,653	2,16,404	10,90,900	2,32,847	13,23,747	15,40,151
Middle English ...	22,388	76,212	4,044	10,471	1,13,115	1,99,654	1,51,317	3,50,971	4,64,086
Middle Vernacular ...	21,623	59,940	3,227	2,827	87,617	96,225	56,850	1,53,075	2,40,692
Total ...	2,42,221	1,41,799	13,165	19,951	4,17,136	13,86,779	4,41,014	18,27,793	22,44,929
1906-07.									
High	3,04,074	2,967	6,419	7,634	3,21,094	11,69,306	3,05,941	14,75,347	17,96,341
Middle English ...	29,681	95,724	6,749	14,442	1,46,596	2,26,409	1,61,417	3,87,826	5,34,422
Middle Vernacular ...	22,776	62,655	3,601	1,581	90,613	74,350	47,379	1,21,729	2,12,342
Total ...	3,56,531	1,61,346	16,769	23,657	5,58,303	14,70,065	5,14,737	19,84,802	25,43,105
1911-12.									
High	3,28,641	2,175	11,601	10,989	3,53,406	16,38,129	3,32,814	19,70,943	23,24,349
Middle English ...	39,611	1,05,573	9,840	19,841	1,74,865	3,51,851	1,87,810	5,39,661	7,14,526
Middle Vernacular ...	23,351	49,742	1,175	1,183	75,451	71,867	41,833	1,13,700	1,89,151
Total ...	3,91,603	1,57,490	22,616	32,013	6,03,722	20,61,847	5,62,457	26,24,304	32,28,026

No. 10.

Expenditure on scholarships in Secondary and Primary Schools for Indians.

Years.	Secondary Schools.				Primary Schools.			
	Expenditure.				Expenditure.			
	Number of scholarships.	Public sources.	Private sources.	Total.	Number of scholarships.	Public sources.	Private sources.	Total.
1	2	3	4	5	6	7	8	9
1906-07.		Rs.	Rs.	Rs.		Rs.	Rs	Rs.
Boys ...	756	59,271	2,818	62,089	820	18,444	...	18,444
Girls ...	51	1,012	52	1,064	62	1,202	86	1,288
Total ...	807	60,283	2,870	63,153	882	19,646	86	19,732
1911-12.								
Boys ...	870	68,306	5,323	73,629	874	20,930	1,105	32,035
Girls ...	36	806	36	842	56	1,002	260	1,262
Total ...	906	69,112	5,359	74,471	930	21,932	1,365	23,297

Primary Schools for Indian boys.

Number of towns and villages in Bengal is 138,498.

—	UPPER PRIMARY.							LOWER PRIMARY.							Grand Total.
	Public Management.				Private Management.			Public Management.				Private Management.			
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1896-97.															
Institutions	11	48	...	59	2,191	111	2,302	13		...	13	24,175	7,846	32,021	34,395
Pupils ... Males ...	369	2,853	...	3,222	89,925	3,892	93,817	389		...	389	597,933	127,753	725,686	823,114
Pupils ... Females ...	6	73	...	79	2,531	97	2,628	7	...	...	7	21,222	3,110	24,332	27,046
1901-02.															
Institutions	6	94	62	162	2,332	64	2,396	3	...	798	801	21,272	7,393	28,665	32,024
Pupils ... Males ...	190	5,147	2,236	7,573	99,613	2,391	102,004	38	...	9,628	9,666	549,874	122,317	672,191	791,434
Pupils ... Females ...	..	217	69	286	2,553	53	2,606	9		280	289	20,623	3,299	23,922	27,103
1906-07.															
Institutions	99	97	3	199	2,655	54	2,709	2	5	387	394	24,300	6,352	30,652	33,954
Pupils ... Males ...	4,209	7,744	107	12,060	118,051	2,534	120,585	27	400	6,354	6,781	646,805	120,991	767,796	907,222
Pupils ... Females ...	7	832	..	839	3,566	75	3,641	2	29	232	263	35,763	5,727	41,490	46,233
1911-12.															
Institutions	196	41	31	268	2,986	142	3,128	2	71	102	175	24,480	8,283	32,763	36,334
Pupils ... Males ...	8,583	4,142	1,558	18,283	147,630	6,493	154,123	28	5,009	3,103	8,140	694,075	175,005	869,080	1,049,626
Pupils ... Females	21	10	4	35	6,105	643	6,748	2	1,334	378	1,714	59,340	11,046	80,386	78,883

No. 12.

Primary Examinations for Indian boys.

Name of Examination.	Pupils.	Candidates.		Passed.		Number of pupils per public candidate.	Percentage of passes of public candidates.
		Public students.	Private students.	Public students.	Private students.		
1	2	3	4	5	6	7	8
1906-07.							
Standard VI ...	20,046	10,633	...	8,044	...	1·88	75·83
Standard IV ...	31,769	19,082	...	13,979	...	1·66	73·25
Standard II ...	1,83,524	56,259	...	39,373	...	3·26	69·98
1911-12.							
Standard VI ...	19,860	14,136	...	11,012	...	1 40	77·90
Standard IV ...	36,124	26,889		21,527	...	1·34	80·05
Standard II ...	1,55,218	73,482	1	54,973	...	2·11	74·81

No. 13.

Pupils in the Primary Stage in Primary and Secondary Schools for Indian boys.

Stage.	Public Institutions.					Private Institutions.			Grand Total.
	Government.	District Board.	Municipal.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9	10
1896-97.									
Stage A ...	2,765	1,644	279	...	4,688	34,139	10,790	44.929	49,617
„ B ...	2,502	2,860	502	...	5,864	512,954	89,125	602,079	607,943
„ C ...	785	780	203	...	1,768	212,569	58,135	270,704	272,472
Total ...	6,052	5,284	984	...	12,320	759,662	158,050	917,712	930,032
1901-02.									
Stage A ...	2,400	2,506	291	760	5,957	40,655	11,890	52,545	58,502
„ B ...	1,528	6,538	477	8,613	17,156	499,306	85,926	585,232	602,388
„ C ...	350	3,631	172	4,141	8,294	185,164	55,903	241,067	249,361
Total ...	4,278	12,675	940	13,514	31,407	725,125	153,719	878,844	910,251
1906-07.									
Stage A ...	2,815	4,072	267	589	7,743	40,236	11,022	51,258	59,001
„ B ...	3,681	8,972	612	4,179	17,444	510,296	76,988	587,284	604,728
„ C	1,167	2,720	143	3,381	7,411	202,996	62,207	365,203	372,614
Total ...	7,663	15,764	1,022	8,149	32,598	853,528	150,217	1,003,745	1,036,343
1911-12.									
Stage A ...	4,934	3,396	558	1,042	9,930	53,141	16,047	69,188	79,118
„ B ...	6,170	9,566	671	2,932	19,339	593,391	116,346	709,737	729,076
„ C ..	1,683	5,211	193	2,962	10,049	322,461	91,120	413,581	423,630
Total ...	12,787	18,173	1,422	6,936	39,318	968,993	223,513	1,192,506	1,231,824(a)

Stage A = Upper Primary stage.
„ B = Lower Primary „ (reading printed books).
„ C = „ „ „ (not reading printed books).
(a) Exclusive of 27 pupils in the middle Stage of Primary Schools.

No. 14.

Expenditure on Primary Schools for Indian boys.

Class of Institution.	Public Funds.					Private Funds.			Grand Total.	Average annual cost of—	
	Provincial.	District Board.	Municipal.	Native States.	Total.	Fees.	Other sources.	Total.		A School.	Educating pupil.
1	2	3	4	5	6	7	8	9	10	11	12
1896-97.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Upper Primary Schools.	33,446	93,186	14,658	...	1,41,290	1,34,673	44,428	1,79,101	3,20,391	135·7	3·2
Lower Primary Schools.	1,02,013	2,43,131	31,313	...	3,76,457	10,82,859	2,30,406	13,13,265	16,89,722	52·7	2·2
Total ...	1,35,459	3,36,317	45,971	...	5,17,747	12,17,532	2,74,834	14,92,366	20,10,113	58·4	2·3
1901-02.											
Upper Primary Schools.	25,790	1,09,414	14,400	5,477	1,55,121	1,62,619	49,965	2,12,584	3,67,705	143·7	3·2
Lower Primary Schools.	61,277	2,81,561	32,071	6,080	3,80,989	10,97,647	2,42,003	13,39,650	17,20,639	58·4	2·4
Total ...	87,067	3,90,975	46,511	11,557	5,36,110	12,60,266	2,91,968	15,52,234	20,88,344	65·2	...
1906-07.											
Upper Primary Schools.	62,295	1,59,339	17,646	8,360	2,57,640	1,95,972	63,729	2,59,701	5,17,341	177·9	3·7
Lower Primary Schools.	96,262	4,82,613	45,692	12,542	6,37,109	11,46,875	2,49,443	13,96,318	20,33,427	65·5	2·4
Total ...	1,58,557	6,51,952	63,338	20,902	8,94,749	13,42,847	3,13,172	16,56,019	25,50,768	...	2·7
1911-12.											
Upper Primary Schools.	1,22,692	1,63,819	20,844	14,120	3,21,475	2,87,301	85,632	3,72,933	6,94,408	204·4	3·8
Lower Primary Schools.	1,01,968	4,19,844	42,715	22,583	5,87,110	13,84,535	3,24,618	17,09,153	22,96,263	69·8	2·3
Total ...	2,24,660	5,83,663	63,559	36,703	9,08,585	16,71,836	4,10,250	20,82,086	29,90,671	82·3	2·6

No. 15.

Training Schools for Indian Masters and Mistresses.

Management.	1906-07.					1911-12.				
	Number of Schools.	Pupils.		Candidates.	Passed.	Number of Schools.	Pupils.		Candidates.	Passed.
		Males.	Females.				Males.	Females.		
1	2	3	4	5	6	7	8	9	10	11
Training Schools for Teachers of Secondary English Schools.										
State ... Male ...	...	...	...	...	...	...	...	...	...	...
State ... Female	...	...	...	...	...	...	...	...	...	...
Mission ... Male ...	1	48	...	4	4	...	...	...		...
Mission ... Female ..	...	...	...	...	...	...	...	...	...	...
Total ...	1	48	...	4	4	...	...	...	...	...
Training Schools for Teachers of Secondary Vernacular Schools.										
State ... Male .	7	474	...	417	188	7	450	...	232	190
State ... Female ...	...	...	...	...	...	...	...	...	...	...
Mission ... Male ...	...	...	...	.	...	1	30	...	20	9
Mission ... Female ...		...	...	...	...	..	...	...	...	...
Total ...	7	474	...	417	188	8	486	...	252	199
Training Schools for Teachers of Primary Schools.										
State ... Male .	105	1,001	...	498	421	201	2,998	...	1,233	953
State ... Female ...	...	...	...	...	..	2	...	29	2	21
Mission ... Male ...	6	180	52	50	45	3	48	...	5	1
Mission ... Female ...	12	11	247	45	31	12	...	142	123	74
Other privately managed. Male ...	...	...	...	...	...	...	...	...	...	...
Other privately managed. Female ...	6	...	33	...	...	...	...	...	...	...
Total ...	129	1,192	332	593	497	218	3,046	171	1,363	1,030
Grand Total ...	137	1,714	332	1,014	689	226	3,526	171	1,615	1,229

No. 16.

Expenditure on Training Schools for Indian Masters and Mistresses.

Management.	1906-07.						1911-12.					
	Training Schools for Masters.			Training Schools for Mistresses.			Training Schools for Masters.			Training Schools for Mistresses.		
	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.
Provincial Revenues.	65,913	78,783	1,44,696	...	18,554	18,554	66,403	3,81,679	3,48,082	...	28,945	28,945
District Funds	165	1,166	1,331	...	64	64	607	395	1,002	...	...	...
Municipal „	...	...	...	...	...	...	47	...	...	...	390	390
Fees ...	29	4,324	4,353	...	3,18	3,189	48	13,488	13,535	...	2,962	2,962
Other sources ...	21	9,686	9,707	...	10,665	10,665	53	9,038	13,891	...	25,957	25.957
Total ...	66,128	93,959	1,60,087	...	32,472	32,472	71,910	3,04,600	3,76,510	...	58,254	58,254
Average cost of educating a pupil.	126·7	76·2	91·2		111·6	111·6	154·3	99·5	106·7	...	340·6	340·6

No. 17.

Number of Law classes and their pupils.

Years.	Government.	Board.	Aided.	Unaided.	Total.
1	2	3	4	5	6
1906-07.					
Institutions	4	1	...	7	12
Pupils	47	18	...	1,272	1,337
Candidates	33	1	...	435	469
Passed	14	1	...	214	229
1911-12.					
Institutions	4	1	...	4	9
Pupils	727	12	...	407	1,146
Candidates	194	4	...	281	479
Passed	105	3	...	138	246

No. 18.

Expenditure on Law classes.

Years.	Provincial Revenues.	District Board.	Municipal Board.	Native States.	Fees.	Endowments, etc.	Total.
1	2	3	4	5	6	7	8
	Rs.				Rs.	Rs.	Rs.
1906-07 ...	...	...	...	...	42,541	600	43,141
1911-12 ...	39,725	...	...	...	70,665	...	1,10,390

No. 19.

Industrial Schools for Indians and their pupils.

Years.	Government.	District Board.	Municipal Board.	Native States.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8
1906-07.							
Institutions ...	1	7	...	...	38	6	52
Pupils	77	170	...	...	917	111	1,275
1911-12.							
Institutions ...	7	8	...	...	45	9	69
Pupils	226	166	...	...	1,401	247	2,040

No. 20.

Expenditure on Industrial Schools for Indians.

Years.	Provincial Revenues.	District Board.	Municipal Board.	Native States.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
1906-07 ...	12,231	9,655	364	...	3,034	30,913	56,197
1911-12 ...	57,470	10,926	3,096	...	6,534	81,203	1,59,229

No. 21.

Schools for Indian girls and their pupils.

Management.	Secondary.			Primary.			Training.			Other Special.		
	Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-02.												
Public Management.												
Government ...	1	...	137	...	...	...	...	...	...	...	...	...
Board ...	...	...	...	6	...	397	...	...	...	...	...	...
Native States ...	...	...	...	12	2	301	...	...	...	...		...
Total ...	1	...	137	18	2	698	...	...	...	...	...	...
Private Management.												
Aided ...	17	181	1,251	1,266	1,302	31,653	8	14	463	...	...	...
Unaided ...	1	...	26	146	74	2,868	1	...	11	...	...	...
Total ...	18	181	1,277	1,412	1,376	34,521	9	14	474	...	...	...
1906-07.												
Public Management.												
Government ...	1	...	182	7	...	448	...	...	...	...	...	...
Board ..	...	...	...	1	...	47	...	...	...	...	...	...
Native States ...	...	...	...	10	12	197	...	...	...	...	...	...
Total ...	1	...	182	18	12	692	...	...	...	...	...	...
Private Management.												
Aided ...	36	309	2,734	2,713	1,992	61,507	17	11	245	12	33	244
Unaided ...	3	...	154	487	169	8,016	1	...	35	...	.	...
Total ...	39	309	2,888	3,200	2,161	69,523	18	11	280	12	33	244
1911-12.												
Public Management.												
Government ...	1	...	179	86	24	4,085	2	...	29	1	...	61
Board ...	...	...	...	2	...	95	...	...	...	...	..	...
Native States ...	...	...	...	8	9	141	...	...	...	...	...	...
Total ...	1	...	170	96	33	4,321	2	...	29	1	...	61
Private Management.												
Aided ...	47	279	4,946	2,535	1,366	65,111	12	...	142	476	527	9,850
Unaided ...	3	...	152	481	301	9,940	...	...	...	82	47	1,551
Total ...	50	279	5,098	3,016	1,667	75,051	12	...	142	558	574	11,404

No. 22.

Expenditure on schools for Indian girls.

Names of Schools.	Provincial Revenues.	District Board and Municipal Funds.	Native States.	Fees.	Private sources.	Total.	Total number of schools.	Average monthly attendance.
1	2	3	4	5	6	7	8	9
1901-02.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Secondary ...	31,633	603	...	13,805	40,933	86,974	19	1,283
Primary ...	39,845	29,284	2,022	14,567	1,31,493	2,17,211	1,430	30,994
Training ..	11,670	...	...	4,152	29,327	45,149	9	479
Other special ...	...	...	...		...	...	...	...
Total ...	83,148	29,887	2,022	32,524	2,01,753	3,49,334	1,458	32,756
1906 07.								
Secondary ...	67,285	1,484	...	29,817	74,776	1,73,362	40	2,979
Primary ...	82,056	82,419	3,984	15,539	1,16,839	3,00,837	3,218	60,787
Training ...	18,554	64	...	3,189	10,665	32,472	18	237
Other special ...	2,035	50	...	32	8,569	10,686	12	257
Total ..	1,69,930	84,017	3,984	48,577	2,10,849	5,17,357	3,288	64,260
1911-12.								
Secondary ...	88,661	6,904	180	47,805	1,06,855	2,50,405	51	5,175
Primary ...	1,13,630	81,618	7,551	18,104	1,48,030	3,68,933	3,112	76,298
Training ...	28,945	390	...	2,962	25,957	58,254	14	169
Other special ...	19,224	14,917	...	6,627	27,053	67,821	559	11,569
Total ...	2,50,460	1,03,829	7,731	75,498	3,07,895	7,45,413	8,736	93,211

No. 23.

Examinations for Indian girls.

Examination.	1906-07.		1911-12.	
	Candidates.	Passed.	Candidates.	Passed.
1	2	3	4	5
Matriculation	26	17	30	24
Middle English, Standard VI ...	37	33	150	135
Middle Vernacular, Standard VI	73	56		
Upper Primary, Standard IV .	316	271	539	434
Lower Primary, Standard II ...	1,466	1,174	2,652	1,919

No. 24.

Stages of instruction for Indian girls.

Years.	High.	Middle.	Total.	Upper Primary.	Reading printed books.	Not reading printed books.	Total.	Grand Total.
1	2	3	4	5	6	7	8	9
1901-02 ...	143	233	376	854	36,048	22,827	59,729	60,105
1906-07 ...	143	372	515	1,603	55,897	61,867	1,19,367	1,19,882
1911-12 ...	265	443	708	2,092	77,926	83,244	1,63,262	1,63,970

No. 25.

Pupils in Secondary and Primary Schools for Indian Girls by race or creed.

Years.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7
1901-02 ...	2	3,986	32,140	1,214	753	38,095
1906-07 ...	6	5,229	63,993	5,939	600	75,767
1911-12 ...	6	6,387	72,819	6,434	973	86,619

No. 26.

Scholarships for Medical Students, 1911-12.

Name of Institution.	Number of scholarship-holders.	Aggregate monthly value of scholarships.
1	2	3
		Rs.
1. Medical College, Calcutta	86	1,624
2. Campbell Medical School, Calcutta	36	180
3. Medical School, Cuttack	32	295
4. Temple Medical School, Patna	28	208

No. 27.

Muhammadan Pupils under instruction in all classes of schools for Indians.

Institutions.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
1	2	3	4	5	6
Public Institutions.					
Secondary ...	12,425	14,122	15,252	14,089	23,525
Primary ...	103,849	122,931	113,200	142,780	143,928
Special ..	1,138	1,814	1,726	9,964	101,798
Total ...	117,412	138,867	130,178	166,833	269,251
Private Institutions	17,581	17,259	19,116	17,062	13,840
Grand Total ...	134,993	156,126	149,294	183,895	283,091

No. 28.

Successful Muhammadan candidates in public examinations.

YEARS.	M.A.	B.A.	F. A.	Entrance.	MIDDLE.	Upper Primary.	Lower Primary.
1	2	3	4	5	6	7	8
1906-07 ...	5	10	54	123	771	1,381	5,079
1911-12 ...	10	40 (*b*)	106 (*c*)	261	(*a*) 1,171	(*a*) 2,663	(*a*)8,358

(*a*) Show the results of the annual examinations in the different Standards—VI, IV, II.
(*b*) Includes 4 B. Sc.
(*c*) Includes 13 I. Sc.

No. 29.

Boarding houses for Indians and their inmates.

MANAGEMENT.	1906-07.						1911-12.					
	Number of boarding-houses.	Inmates belonging to—					Number of boarding-houses.	Inmates belonging to—				
		Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.		Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Government—												
Males ...	28	272	433	6	587	1,298	197	359	1,113	52	2,527	4,051
Females ...	2	7	21	10	12	50	3	...	16	16	...	32
Native States—												
Males ...	5	...	79	16	8	103	20		317	47	...	364
Females ...	...	...	...	...	...	...	...	...	...	...	...	...
Board—												
Males ...	6	...	217	71	17	305	5	...	146	66	...	212
Females ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided—												
Males ...	39	91	476	201	222	990	23	18	500	331	50	899
Females ...	17	2	276	455	229	962	24	2	586	523	124	1,235
Unaided—												
Males ...	248	31	3,178	1,775	822	5,806	309	5	5,226	2,451	903	8,585
Females ...	28	...	278	1,195	52	1,524	47	12	577	1,914	252	2,755
Total ..	373	403	4,958	3,729	1,949	11,039	628	396	8,481	5,400	3,856	18,093

No. 30.

Expenditure on Boarding-houses for Indians.

SOURCES.	1906-07.	1911-12.
1	2	3
	Rs.	Rs.
Provincial Revenues ...	32,019	49,580
Native States	154	1,616
District and Municipal Funds ...	1,303	2,876
Fees	1,80,010	4,13,717
Subscriptions and endowments ...	1,97,317	2,57,726
Total ...	4,10,803	7,25,515

No.

Expenditure on all

Sources.	Direct.				
	Secondary Schools.	Primary Schools.	Training Schools.	Other Special Schools.	Total.
1896-97.	Rs.	Rs.	Rs.	Rs.	Rs.
Public.					
Provincial Revenues ...	2,98,455	1,85,379	70,655	1,46,902	7,01,391
District Funds ...	1,36,536	3,56,992	487	4,495	4,98,510
Municipal Funds ...	20,632	54,024	...	1,900	76,556
Native States ...	...	...	...	...	...
Total ...	4,55,623	5,96,395	71,142	1,53,297	12,76,457
Private.					
Fees	11,89,885	12,35,610	5,806	38,307	24,69,608
Other sources ...	4,99,876	4,12,125	41,404	32,179	9,85,584
Total ...	16,89,761	16,47,735	47,210	70,486	34,55,192
Grand Total ...	21,45,384	22,44,130	1,18,352	2,23,783	47,31,649
1901-02.					
Public.					
Provincial Revenues ...	2,73,854	1,26,912	62,619	1,96,193	6,59,578
District Funds ...	1,41,799	4,13,459	373	4,404	5,60,035
Municipal Funds ...	13,768	53,311	...	3,317	70,396
Native States ...	19,951	13,579	...	3,688	37,218
Total ...	4,49,372	6,07,261	62,992	2,07,602	13,27,227
Private.					
Fees	14,00,584	12,74,833	4,304	38,475	27,18,196
Other sources ...	4,81,947	4,23,461	41,034	1,06,714	10,53,153
Total ...	18,82,531	16,98,294	45,338	1,45,189	37,71,352
Grand Total ...	23,31,903	23,05,555	1,08,330	3,52,791	50,98,579
1906-07.					
Public.					
Provincial Revenues ...	4,23,816	2,40,613	1,63,250	2,86,699	11,14,348
District Funds ...	1,61,556	7,22,071	1,395	12,522	8,97,574
Municipal Funds ...	18,043	75,638	...	5,269	98,958
Native States ...	23,657	24,886	104	4,351	52,990
Total ...	6,27,072	10,63,208	1,64,749	3,08,841	21,63,870
Private.					
Fees	14,99,882	13,58,386	7,542	85,671	29,51,481
Other sources ...	5,89,513	4,30,011	20,268	1,52,622	11,92,414
Total ...	20,89,395	17,88,397	27,810	2,38,293	41,43,895
Grand Total ...	27,16,467	28,51,605	1,92,559	5,47,134	63,07,765
1911-12.					
Public.					
Provincial Revenues ...	4,80,264	3,38,290	3,40,651	5,14,498	16,73,703
District Funds ...	1,57,886	6,49,050	1,002	88,028	8,95,966
Municipal Funds ...	29,124	79,790	...	25,388	1,34,292
Native States ...	32,193	44,254	...	4,439	80,886
Total ...	6,99,467	11,11,384	3,41,653	6,32,353	27,84,857
Private.					
Fees	21,09,652	16,89,940	13,535	3,10,618	41,23,745
Other sources ...	6,69,312	5,58,280	13,891	4,50,751	16,92,234
Total ...	27,78,964	22,48,220	27,426	7,61,369	58,15,979
Grand Total ...	34,78,431	33,59,604	3,69,079	13,93,722	86,00,836

31.

classes of Institutions for Indians.

Indirect.						
Building.	Furniture.	Inspection.	Scholarships.*	Miscellaneous.	Total.	Grand Total.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
17,717	2,946	2,49,783	55,220	44,610	3,70,276	10,71,667
1,957	888	1,69,892	89,190	51,371	2,43,288	7,41,798
1,865	493	1,879	869	5,087	10,193	86,749
...	...	...	...	...	...	..
21,539	4,327	4,21,554	75,269	1,01,068	6,23,757	19,00,214
299	...	...	...	78,396	78,695	25,48,303
43,081	2,202	3,733	2,521	1,00,773	1,52,310	11,37,894
43,330	2,202	3,733	2,521	1,79,169	2,31,005	36,86,197
64,919	6,529	4,25,287	77,790	2,80,237	8,54,762	55,86,411
26,534	5,632	2,28,650	46,288	29,628	3,36,732	9,96,310
3,862	2,597	1,95,181	20,764	43,258	2,65,662	8,25,697
2,916	377	2,798	452	3,878	10,421	80,817
4,044	602	4,202	3,033	697	12,578	49,796
37,356	9,208	4,30,831	70,537	77,461	6,25,393	19,52,620
2,092	369	...	...	1,36,932	1,39,393	28,57,589
1,22,634	12,757	204	3,629	84,609	2,23,833	12,76,989
1,24,726	13,126	204	3,629	2,21,541	3,63,226	41,34,578
1,62,082	22,334	4,31,031	74,166	2,99,002	9,88,619	60,87,198
5,03,688	29,467	4,55,331	1,35,010	47,961	11,71,457	22,85,835
11,771	7,518	86,184	38,404	50,589	1,94,466	10,92,010
6,213	1,303	3,305	779	6,542	18,142	1,17,092
24,438	1,136	7,814	3,639	3,574	40,601	93,599
5,46,110	39,424	5,52,634	1,77,832	1,08,666	14,24,666	35,88,536
...	6	...	...	1,82,421	1,82,427	31,33,908
1,24,351	7,349	671	25,982	2,02,394	3,60,747	15,53,161
1,24,351	7,355	671	25,982	3,84,815	5,43,174	46,87,069
6,70,461	46,779	5,53,305	2,03,814	4,93,481	19,67,840	82,75,605
7,60,727	2,00,667	7,69,580	1,95,463	1,92,478	21,18,915	37,92,618
44,152	24,396	79,677	43,902	73,434	2,65,561	11,61,527
4,347	2,718	2,996	856	10,045	20,962	1,55,254
2,233	2,752	9,386	5,563	6,890	26,824	1,07,710
8,11,459	2,30,533	8,61,639	2,45,784	28,847	24,32,262	52,17,119
2,155	13,611	...	2,828	6,01,757	6,23,351	47,44,096
3,71,796	27,591	989	38,364	3,18,831	7,57,571	24,49,805
3,73,951	41,202	989	41,192	9,20,588	1,37,922	71,93,901
11,85,410	2,71,735	8,62,628	2,86,976	12,03,435	38,10,184	1,24,11,020

* Includes figures for colleges also.

No. 32.

Zenana Education.

Years.	ZENANA EDUCATION BY CENTRAL GATHERINGS.								HOUSE TO HOUSE VISITATION.								ATUS SYSTEM.			
	Public Management.				Private Management.				Public Management.				Private Management.							
	Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.	
			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.			Public funds.	Private funds.
			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.			Rs.	
1907-08	2	22	649	...	8	194	1,156	25	8	249	2,731	...	32	715	7,669	1,093	4	64	230	...
1908-09	3	55	851	...	7	206	1,429	144	9	266	3,326	...	36	747	7,861	2,777	10	175	818	...
1909-10	9	207	3,163	...	...	...	...	...	30	834	9,740	..	40	590	3,478	5,317	12	251	1,314	...
1910-11	8	204	1,731	96	...	...	...	...	44	1,052	11,706	1,840	23	302	...	840	12	210	1,274	...
1911-12	...	...	...	...	8	211	1,999	44	5	101	1,560	...	63	1,220	12,169	5,296	14	196	1,270	...

SPECIAL TABLES

(Particular).

SPECIAL TABLES (PARTICULAR).

No. 1.

Inspecting Staff.

Years.	Inspectors and Additional Inspectors.	Inspectresses.	Assistant Inspectors.	Assistant Inspectresses.	Deputy and Additional Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspecting Pandits.
1906-07 ...	6	1	5	...	45	234	33	...
1911-12 ...	12	2	12	6	60	303	70	388

No. 2.

Expenditure on Direction and Inspection.

Years.	Provincial Revenues.	District Funds.	Municipal Funds.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1906-07	5,85,419	86,184	3,305	8,485	6,83,393
1911-12	9,18,536	79,677	2,996	10,375	10,11,584

No. 3.

Arts Colleges (English).

Province.	1901-02.	1906-07.	1911-12.
Bengal	35	34	32

No. 4.

Arts Colleges (English) by management, 1911-1912.

Province.	Public management.				Private management.			Grand Total.
	Government.	Board	Native States.	Total.	Aided.	Unaided.	Total.	
Bengal	7	2	...	9	8	15	23	32

No. 5.

Arts Colleges (English) by management and periods.

Management.	1901-02.	1906-07.	1911-12.
Public management—			
Government	8	8	7
Board	1	2	2
Native States	...	...	...
Total Public Management ...	9	10	9
Private Management—			
Aided	7	6	8
Unaided	19	18	15
Total Private Management ...	26	24	23
Grand Total ..	35	34	32

No. 6.

Intermediate or First Arts Examination.

Province.	Year.	Candidates.			Passes.			Percentage of pass.		
		Public.	Private.*	Total.	Public.	Private.*	Total.	Public.	Private.*	Total.
Bengal ...	1911-12	2,703	65	2,768	1,312	31	1,343	48·6	47·6	48·5

* Those not from Affiliated Colleges.

No. 7.

I. Sc. Examination.

Bengal ...	1911-12	925	7	932	445	4	449	48·1	57·1	48·2

No. 8.

B. A. Examination.

Bengal ...	1911-12	919	64	983	571	28	599	62·1	43·7	60·9

No. 9.

B. Sc. Examination.

Bengal ...	1911-12	234	6	240	132	2	134	56·3	33·3	55·8

No. 10.

M. A. Examination.

Bengal ...	1911-12	103	158	261	54	99	153	52·4	62·6	58·6

No. 11.

M. Sc. Examination.

Bengal ...	1911-12	29	27	56	18	17	35	62·07	62·9	62·5

No. 12.

Successful candidates in successive Examinations of the Arts and Science Courses.

Years.	Entrance.	Intermediate in Arts.	Intermediate in Science.	B. A. Examination.	B. Sc. Examination.	M. A. Examination.	M. Sc. Examination.
1907-08 ...	2,292	671	...	563	21	92	...
1908-09 ...	3,500	577	138	568	45	166	...
1909-10 ...	2,634	599	269	311	68	8	...
1910-11 ...	2,652	1,118	366	457	121	74	9
1911-12 ...	3,371	1,343	449	599	134	153	35

No. 13.

Pupils in Arts Colleges.

Province.	1901-02.	1906-07.	1911-12.
Bengal	6,343	5,190	9,716

No. 14.

Male and female pupils in Arts Colleges.

Province.	1911-12.		
	Male.	Female.	Total.
Bengal	9,635	81	9,716

No. 15.

Pupils in Arts Colleges by management, 1911-12.

Province.	Public Management.				Private Management.			Grand Total.
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
Bengal ...	2,018	92	...	2,110	2,477	5,129	7,606	9,716

No. 16.

Pupils in Arts Colleges by management and periods.

Management.	1901-02.	1906-07.	1911-12.
Public Management—			
Government	1,203	1,388	2,018
Board	52	56	92
Native States	...	...	...
Total Public Management ...	1,255	1,444	2,110
Private Management—			
Aided	1,672	1,059	2,477
Unaided	3,416	2,687	5,129
Total Private Management ...	5,088	3,746	7,606
Grand Total ...	6,343	5,190	9,716

No. 17.

Race or Creed of Pupils in Arts Colleges, 1911-12.

Race or Creed.	Number of pupils.	Number in 10,000 of school-going age population.
Europeans and Eurasians	25	
Native Christians	140	
Hindus	8,832	
Muhammadans	702	
Bhuddhists	12	
Parsis	2	
Others	3	
Total ...	9,716	78·45

No. 18.

Direct Expenditure on Arts Colleges.

Province.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.
Bengal	6,90,318	8,08,010	12,64,924

No. 19.

Direct expenditure on Arts Colleges by sources in 1911-12.

Province.	Provincial Revenues.	Native State Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	4,12,082	...	2,700	950	6,03,942	2,45,250	12,64,924

No. 20.

Expenditure on Arts Colleges by sources and periods in 1911-12.

Sources.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.
Provincial Revenues	1,95,480	3,28,619	4,12,082
District and Municipal Funds	588	2,150	3,650
Total Public ...	1,96,068	3,30,769	4,15,732
Fees	3,24,130	2,63,803	6,03,942
Other sources	1,70,120	2,13,438	2,45,250
Total Private ...	4,94,250	4,77,241	8,49,192
Grand Total ...	6,90,318	8,08,010	12,64,924

No. 21.

Average annual cost of educating a student in an Arts College in 1911-12.

Province.	Annual cost.
	Rs.
Bengal	130

No. 22.

Expenditure from fees in Arts Colleges.

Province.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.
Bengal	3,24,130	2,63,803	6,03,942

No. 23.

Average annual fee per pupil in Arts Colleges.

Province.	1906-07.	1911-12.
	Rs.	Rs.
Bengal	50·8	62·1

No. 24.

English Secondary Schools for Indian boys classified according to management during 1911-12.

Province.	Public.			Private.		Total public.	Total private.	Grand Total.
	Government.	Board.	Native States.	Aided.	Unaided.			
Bengal ...	45	52	21	731	321	118	1,052	1,172

No. 25.

Vernacular Secondary Schools for Indian boys classified according to management during 1911-12.

Bengal ...	17	88	3	196	54	108	250	358

No. 26.

Average number of pupils in an English Secondary School for Indian boys.

Province.	1896-97.	1901-02.	1906-07.	1911-12.
Bengal	118	127	119	144

No. 27.

Average number of pupils in a Vernacular Secondary School for Indian boys.

Bengal	61	57	59	67

No. 28.

Matriculation Examination (Indian boys and girls).

University.	Candidates.						Passed.					
	Public School.			Private.			Public School.			Private.		
	1901-02.	1906-07.	1911-12.	1901-02.	1906-07.	1911-12.	1901-02.	1906-07.	1911-12.	1901-02.	1906-07.	1911-12.
Calcutta ...	3,829	3,535	5,183	54	53	129	1,858	1,955	3,298	19	25	73

No. 29.

Middle School Examination (Indian boys), 1911-12.

Province.	Boys in the middle stage.	Candidates.		Passed.		Approximate number of public students available for examination.
		Public students.	Private students.	Public students.	Private students.	
Bengal ...	42,714	14,136	...	11,012	...	19,136

No. 30.

Number of teachers in Secondary Schools for Indian boys during 1911-12.

Province.	Number of teachers.	Average number of teachers per school.	Average number of pupils per teacher.
Bengal	9,944	6·5	19·3

No. 31.

Qualifications of teachers in Secondary Schools for Indian boys during 1911-12.

PROVINCE.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	1,987	6,658	1,299	9,944

No. 32.

Boys in the English Secondary stage compared with male population of school-going age.

PROVINCE.	Number of boys, of whom one was in the Secondary stage of an English school.	
	1906-07.	1911-12.
Bengal	64·5	49·5

No. 33.

Boys in the Vernacular Secondary stage compared with male population of school-going age.

PROVINCE.	Number of boys, of whom one is in the Secondary stage of a vernacular school.	
	1906-07.	1911-12.
Bengal	1047·5	1156·9

No. 34.

Expenditure on Secondary and Primary Departments of Secondary Schools for Indian boys and girls during 1911-12.

PROVINCE.	EXPENDITURE.		Total.
	On Secondary Department.	On Primary Department.	
	Rs.	Rs.	Rs.
Bengal	19,06,997	13,21,029	32,28,026

No. 35.

Average annual cost in rupees of educating a pupil in different classes of Secondary Schools for Indian boys.

CLASS OF SCHOOL.	1906-07.	1911-12.
	Rs.	Rs.
High School	22·9	22·9
English Middle School	12·0	10·7
Vernacular Middle School	8·7	7·8

No. 36.

Average annual cost in rupees of educating a pupil in an English Secondary School for Indian boys.

PROVINCE.	1906-07.	1911-12.
	Rs.	Rs.
Bengal	18·9	18·04

No. 37.

Average annual fee per pupil in an English Secondary School for Indian boys.

	Rs.	Rs.
Bengal	11·3	11·8

No. 38.

Average annual fee per pupil in a Vernacular Secondary School for boys.

	Rs.	Rs.
Bengal	25	29

No. 39.

Primary Schools for Indian boys classified according to management during 1911-12.

PROVINCE.	Government.	Board.	Native States.	Aided.	Unaided.	Total public.	Total private.	GRAND TOTAL.
Bengal	198	112	133	27,466	8,425	443	35,891	36,334

No. 40.

Average number of pupils in a Primary School for Indian boys.

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Bengal	24·7	25·6	28·0	30·9

No. 41.

Average number of pupils in Primary Schools for Indian boys classified according to management.

Class of Management.	1896-97.	1901-02.	1906-07.	1911-12.
Government	32·1	26·3	42·03	43·6
Board	60·9	57·6	88·2	93·6
Native State	..	14·2	17·1	37·9
Aided	26·9	28·5	29·1	33·02
Unaided	16·9	17·2	20·2	22·9
General average ...	24·7	25·6	28·0	30·9

No. 42.

Number of teachers in Primary Schools for Indian boys during 1911-12.

Province.	Number of teachers.	Average number of teachers per 100 schools.	Average number of pupils per teacher.
Bengal	40,354	111·1	27·8

No. 43.

Qualifications of teachers in Primary Schools for Indian boys and girls during 1911-12.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	5,017	29,052	9,707	43,776

No. 44.

Boys in the three Divisions of the Primary stage of instruction during 1911-12.

Province.	A.	B.	C.	Total.
Bengal	80,041	7,01,975	3,75,760	11,57,776

A=Upper Primary stage.
B=Lower Primary stage, reading printed books.
C=Lower Primary stage, not reading printed books.

No. 45.

Proportion of boys of school-going age in the Primary stage of public instruction, compared with male literacy.

Province.	Number of boys in the Primary stage per 1,000 of the male population of school-going age.		Number of male literates per 1,000 of the male population. Census of 1911.
	1906-07.	1911-12.	
Bengal	244	281	110·7

No. 46.

Expenditure from fees in boys' Primary Schools.

[Annas per pupil per annum.]

Province.	1901-02.	1906-07.	1911-12.
Bengal	24·6	22·5	23·8

No. 47.

TRAINING OF TEACHERS.

MASTERS.

Institutions and Pupils.

Province.	Institutions or class of Institutions.	Number of Institutions.				Pupils.		Remarks.
		Government.	Mission.		Total.	1906-07.	1911-12.	
			Aided.	Unaided.				
Bengal ...	Training Colleges	2	1	...	3	..	39	
	English Secondary classes	...	...	...	...	48	...	
	Vernacular Schools—							
	Secondary ...	7	1	...	8	474	480	
	Primary	201	3	...	204	1,233	3,046	
	Total ...	210	5	...	215	1,755	3,565	

No. 48.

Comparison between the number of pupils under training and the number of teachers during 1911-12.

Province.	Pupils under training.	Teachers of Secondary and Primary Schools.
Bengal	3,756	55,083

No. 49.

Pupils by Race or Creed (Masters).

Province.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Others.	Total.
			Brahmans.	Non-Brahmans.				
Bengal	...	138	744	1,952	623	...	108	3,565

No. 50.

Scholarships and stipends in Lower Grade Institutions during 1911-12.

Province.	Grade of school or class.	Number.	Rate per month.	Period for which tenable.	Remarks.
Bengal ...	Vernacular first grade schools.	109	Rs. 4, 5, according to seniority and progress.	One year	The Middle Scholarships held in these schools are tenable for 2 years, while the stipends are in all cases tenable for one year.
	Guru Training schools.	2,998	Rs. 5, 9, 10, according as the courses are of the Lower Primary or Upper Primary standards and condition of the place where the school is situated.	One and two years.	

No. 51.

Pupils by Race or Creed during 1911-12 (Mistresses).

Province.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
Bengal	20	139	8	14	10	...	...	...	191

No. 52.

Medical College.

Name of Institution.	Pupils.		Expenditure.	
	1906-07.	1911-12.	1906-07.	1911-12.
			Rs.	Rs.
Medical College, Calcutta	425	680	2,59,330	2,93,229

No. 53.

Expenditure on the Medical College by sources.

Years.	Provincial Revenues.	Local funds.	Fees.	Private sources.	Total.
	Rs.		Rs.		Rs.
1906-07	2,17,620	...	41,710	...	2,59,330
1911-12	2,33,844	...	59,385	...	2,93,229

No. 54.

Results of University Examinations in Medicine.

College.	First Examination. 1906-07. L. M. S. Candidates.	First Examination. 1906-07. L. M. S. Passed.	First Examination. 1906-07. M. B. Candidates.	First Examination. 1906-07. M. B. Passed.	Final Examination. 1906-07. L. M. S. Candidates.	Final Examination. 1906-07. L. M. S. Passed.	Final Examination. 1906-07. M. B. Candidates.	Final Examination. 1906-07. M. B. Passed.	First Examination. 1911-12. L. M. S. Candidates.	First Examination. 1911-12. L. M. S. Passed.	First Examination. 1911-12. M. B. Candidates.	First Examination. 1911-12. M. B. Passed.	Final Examination. 1911-12. L. M. S. Candidates.	Final Examination. 1911-12. L. M. S. Passed.	Final Examination. 1911-12. M. B. Candidates.	Final Examination. 1911-12. M. B. Passed.
Calcutta	66	37	41	13	130	74	7	4	...	...	160	106	82	52	11	3

No 55.

Medical Schools during 1911-12.

Province.	Serial No.	Name.	Class of Institution.	Number of pupils.	Expenditure.
					s.
Bengal ...	1	Campbell Medical School, Calcutta.	Government ...	339	53,742
	2	Temple Medical School, Patna.	Ditto ...	118	29,258
	3	Cuttack Medical School.	Ditto ...	96	22,067
	4-7	Private Medical Schools.	Unaided ...	1,295	48,912
Total ...	7	.....	.....	1,848	1,53,979

No. 56.

Medical Schools by Management during 1911-12.

Province.	Government.	Municipal.	Aided.	Unaided.	Total, 1911-12.	Total, 1906-07.
Bengal	3	...	...	4	7	7

No. 57.

Pupils in Medical Schools by classes of Institutions.

Bengal	553	...	...	1,295	285	1,848

No. 58.

Expenditure on Medical schools by sources.

Province.	Provincial Revenues.	Local Funds.	Fees.	Private sources.	Total.
	Rs.		Rs.	Rs.	Rs.
1906-07	82,791	...	41,410	1,018	1,25,129
1911-12 ...	86,089	...	66,690	1,200	1,53,979

No. 59.

List of Engineering Colleges.

Name of College.		Pupils.	
		1906-07.	1911-12.
Civil Engineering College, Sibpur	Engineer Department ...	342	319
	Agricultural ditto	24	...
	Total ...	366	319

No. 60.

Engineer Class, Students and Examinations.

College.	Number of pupils in the Engineer class of the College.		University Intermidiate Examination in Engineering.				B. E. Examination.			
			1906-07.		1911-12.		1906-07.		1911-12.	
	1906-07.	1911-12.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Sibpur ...	94	95	19	11	31	31	23	14	19	16

No. 61.

Engineering Upper and Lower Subordinate classes, Students and Examinations.

College.	Class.	Number of pupils.		Final College Examination.			
				1906-07.		1911-12.	
		1906-07.	1911-12.	Candidates.*	Passed.*	Candidates.	Passed.
Sibpur ...	Apprentice Department.	233	181 (a)	95	77	33	21 (b)

* For the Overseer and Sub-Overseer Examinations.
(a) Excludes 33 pupils in Artisan class and 10 in Industrial Chemistry class.
(b) Besides 20 candidates obtained final certificates in Sub-Engineer, Upper Subordinate and Mining Diploma.

No. 62.

Expenditure on the Civil Engineering College.

Years.	Provincial Revenues.	Fees.	Private sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1906-07	1,82,521	16,459	12,749	2,11,729
1911-12	2,04,932	15,994	12,378	2,33,304

No. 63.

Expenditure on the principal Engineering School.

INSTITUTION.	Expenditure, 1906-07.	Expenditure, 1911-12.	Average cost of educating a pupil in 1911-12.
	Rs.	Rs.	Rs.
Bihar School of Engineering	47,605	53,216	333·4

No. 64.

Rate of fees in the Civil Engineering College.

Civil Engineering College, Sibpur.	B. E. Department ...	Rs. 15 a month.
	I. E. ,, ...	,, 10 ,,
	Apprentice ,, ...	,, 3 ,,

No. 65.

School of Art.

INSTITUTION.	NUMBER OF PUPILS.		EXPENDITURE.					REMARKS.
	1906-07.	1911-12.	From Provincial Revenues.	From fees.	From private sources.	Total, 1906-07.	Total, 1911-12.	
			Rs.	Rs.	Rs.	Rs.	Rs.	
School of Art, Calcutta.	252	280	40,225	4,087	...	23,191	44,312	

No. 66.

List of Engineering Schools.

PROVINCE.	Name of School.	PUPILS.		Courses.	Class of Institutions.
		1906-07.	1911-12.		
Bengal	1. Bihar School of Engineering, Patna.	151	159	Overseer class ...	Government.
	2. Survey School, Cuttack.	99	84	Sub-Overseer class, Amin class.	Ditto.
	Engineering classes of the Board Technical Schools at Burdwan and Midnapur, Khulna, Patna and Bhagalpur affiliated to Sibpur.	170	...	Sub-Overseer class, Amin class.	Municipal.
	Andal Mission School, Orissa.	20	21	.. ...	Aided.

No. 67.

Scholarships and stipends in the Civil Engineering College.

Institution.	Class.	Scholarships and Stipends.		
		Number.	Rate per mensem.	Period for which tenable.
			Rs.	
Civil Engineering College, Sibpur.	Engineer Department.	2	20	Two years.
		1	15	
		7	10	
		2	20	
		1	15	
		7	10	
		1	10	
		13	50(a)	One year.
	Apprentice Department.	10	10	1½ years.
		10	6	
		2	12	Two years
		3	6	
		3	50(a)	One year.
	Tinctorial Department.	10	25	Two years.
		1	18	
		2	14	
		4	10	

(a) Rupees 100 in case of European or Eurasian candidates.

No. 68.

Annual cost of selected Industrial Schools.

Province.	Institution.	Average attendance.	Expenditure.	Remarks.
			Rs.	
Bengal	Serampur Weaving Institute.	64	27,000	
	Government School, Ranchi	46	13,418	

No. 69.

Girls under public instruction by Race or Creed (in Non-European Schools).

Europeans and Eurasians	16
Native Christians	8,267
Hindus	144,195
Muhammandans	30,582
Buddhists	128
Parsis	...
Others	2,535
Total ...	1,85,723

No. 70.

Number of girl pupils (in Non-European Schools) in every 1,000 of the female population of school-going age.

Province	1906-07.	1911-12.
Bengal	30	44·8

No. 71.

Girls in different classes of Non-European Schools by Race or Creed.

Race or Creed.	Secondary.				Primary.	Total.
	High.	Middle English.	Middle Vernacular.	Total.		
Europeans ...	1	3	..	4	1	5
Native Christians	676	824	867	2,367	5,180	7,547
Brahmans ...	250	116	481	847	29,592	30,439
Non-Brahman Hindus	587	362	1,473	2,422	110,708	113,130
Muhammadans ...	6	26	35	67	10,190	10,257
Buddhists ...	...	...	...	...	71	71
Parsis ...	...	..	..	...	...	...
Others ...	1	1	6	8	2,513	2,521
Total ...	1,521	1,332	2,862	5,715	158,255	163,970

No 72.

Girls in (Non-European) Secondary Schools by Race or Creed during 1911-12.

Province.	Hindus.	Muhammadans.	Christians.	Buddhists.	Parsis.	Others.	Total.
Bengal	3,269	67	2,371*	...	...	8	5,715

* Include 4 European girls.

No. 73.

Girls in (Non-European) Primary and Secondary Schools by Race or Creed during 1911-12.

Bengal	143,569	10,257	7,552*	71	...	2,521	163,970

* Include 5 European girls.

No. 74.

Number of girls of school-going age, one of whom is in a Public Primary or Secondary School, by Race or Creed during 1911-12.

Bengal	22	68	3	503	...	10	25

No. 75.

Girls in Medical Colleges and Schools in Bengal.

Years.	Girls in—		
	Colleges.	Schools.	Total.
1901-02	13	38	51
1906-07	19	15	34
1911-12	24	25	49

No. 76.

Girls in Medical Colleges and Schools by Race or Creed during 1911-12.

Race or Creed.	Colleges.	Schools.	Total.
Europeans and Eurasians	19	...	19
Native Christians	3	21	24
Hindus	2	3	5
Muhammadans	...	1	1
Total ...	24	25	49

No. 77.

Race or Creed of female Medical Students in selected institutions during 1911-12.

Province.	Name of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Total.
Bengal ...	Medical College, Calcutta.	19	3	2	...	...	...	24
	Campbell Medical School, Calcutta.	...	22	1	...	...	...	23
	Medical School, Cuttack.	...	...	5	...	...	1	6
	Medical School, Patna	...	3	...	...	...	...	3
	Total ...	19	28	8	...	...	1	56

No. 78.

Girls in Normal Colleges and Schools for Indian pupils by Race or Creed during 1911-12.

Race or Creed.	Colleges.	Schools.	Total.
Europeans and Eurasians	...	...	...
Native Christians	...	139	139
Hindus	...	22	22
Muhammadans	...	10	10
Total ...	...	171	171

No. 79.

Girls in Technical, Industrial and other Schools for Indian pupils during 1911-12.

Province.	Technical and Industrial Schools.	Other Schools.	Total.
Bengal	681	20,869	21,550

No. 80.

Girls in Technical, Industrial and other Schools (for Indian pupils) by Race or Creed during 1911-12.

Race or Creed.	Technical and Industrial Schools.	Other Schools.	Total.
Europeans and Eurasians	4	...	4
Native Christians	458	102	560
Hindus	129	472	601
Muhammadans	20	20,294	20,314
Parsis	...	...	...
Buddhists	57	...	57
Others	13	1	14
Total ...	681	20,869	21,550

No. 81.

Girls in private institutions by Race or Creed during 1911-12.

Miscellaneous.	Advanced.	Elementary	Miscellaneous.	Total.
Europeans and Eurasians	...	...	.	...
Native Christians	...	10	130	140
Brahmans	...	128	481	609
Non-Brahman Hindus	...	937	1,273	2,210
Muhammadans	243	792	71	1,106
Buddhists	...	3	13	16
Parsis	...	...	2	2
Others	...	47	13	60
Total ...	243	1,917	1,983	4,143

No. 82.

Girls in all public institutions for the education of Indian males by classes of institutions.

Class of Institution.	1901-02.	1906-07.	1911-12.
Colleges	13	19	26
Secondary Schools	330	364	953
Primary "	27,103	46,233	78,996
Special "	156	785	9,498
Total ...	27,602	47,401	89,473

No. 83.

Number and qualifications of teachers employed in Schools for Indian girls during 1911-12.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	559	2,493	757	3,809

No. 84.

Expenditure on public institutions for girls per 1,000 of the female population.

Province.	Expenditure.
	Rs.
Bengal	26

* Excludes European Schools for girls.

No. 85.

Average annual cost of educating a pupil in Primary and Secondary Schools for indian girls in Bengal.

Years	Secondary Schools.	Primary Schools.	Secondary and Primary Schools.
	Rs.	Rs.	Rs.
1901-02	54·5	5·9	7·9
1906-07	51·3	4·1	6·2
1911-12	44·3	4·5	7·1

No. 86.

Average annual rate of fees in Primary and Secondary Schools for Indian girls during 1911-12.

Province.	Secondary Schools.	Primary Schools.
	Rs. A.	As. P.
Bengal	8 10	3 6

No. 87.

Institutions for Europeans in Bengal.

—	1906-07.	1911-12.
Secondary Schools	44	50
Primary „	25	20
Training „	1	1
Commercial „	2	3
Industrial „	...	6
Total ...	72	80

No. 88.

Secondary Schools by management in Bengal.

—	Government.	Aided.	Unaided.	Total.
1906-07	2	40	2	44
1911-12	2	45	3	50

No. 89.

Secondary Schools by sex.

—	1906-07.			1911-12.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	16	28	44	24	26	50

No. 90.

Secondary Schools by grade.

—	1906-07.			1911-12.		
	High.	Middle.	Total.	High.	Middle.	Total.
Bengal	14	30	44	11	39	50

No. 91.

Primary Schools by management.

—	1906-07.				1911-12.			
	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.
Bengal ...	...	24	1	25	...	20	...	20

No. 92.

Primary Schools by sex.

—	1906-07.			1911-12.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	8	17	25	8	12	20

No. 93.

Special Schools.

—	1906-07.		1911-12.		
	Training College for Mistresses.	Commercial Class Schools.	Training College for Mistresses.	Commercial Class Schools.	Industrial Schools.
Bengal	1	2	1	3	6

No. 94.

Europeans under instruction in European Schools.

—	1906-07.	1911-12.
Bengal	7,305	8,508

No. 95.

European pupils in European Schools by sex during 1911-12.

—	Boys.	Girls.	Total.
Bengal	4,596	3,912	8,508

No. 96.

European pupils in European and Native institutions during 1911-12.

—	In European Institutions.	In Native Institutions.
Bengal	8,508	254

No. 97.

European pupils in different grades of European Schools by periods.

—	1906-07.	1911-12.
Secondary Schools	5,717	7,318
Primary Schools	1,471	772
Training Schools	20	20
Commercial Class Schools	97	210
Industrial Schools	...	188
Total ...	7,305	8,508

No. 98.

European pupils in different grades of European Schools by sex during 1911-12.

—	Boys.	Girls.	Total.
Secondary Schools	3,985	3,333	7,318
Primary Schools	420	352	772
Training Schools	...	20	20
Commercial Class Schools	15	195	210
Industrial Schools	176	12	188
Total ...	4,596	3,912	8,508

No. 99.

European pupils in Arts Colleges.

—	1911-12.		Total.	Total, 1906-07.
	Boys.	Girls.		
Bengal	16	9	25	26

No. 100.

European pupils in Professional Colleges by periods.

—	1906-07.	1911-12.
Law	3	1
Medicine	59	123
Engineering	46	27
Total ...	108	151

No. 101.

European boys in Professional Colleges.

—	Law.	Medicine.	Engineering.	Total.
Bengal	1	104	27	132

No. 102.

European girls in Professional Colleges.

—	Medicine.	Total.
Bengal	19	19

No. 103.

Pupils (both Europeans and Natives) in Primary and Secondary Schools for Europeans.

—	1906-07.	1911-12.
Bengal	7,826	8,640

No. 104.

European pupils in Primary and Secondary Schools for Europeans.

—	Secondary Schools.		Primary Schools.		Total.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
Bengal	5,717	7,318	1,471	772	7,188	8,090

No. 105.

Stages of instruction of pupils in European Schools in Bengal for general education by periods.

—	Boys.		
	1901-02.	1906-07.	1911-12.
High	277	203	174
Middle	940	1,048	1,260
Total Secondary ...	1,217	1,251	1,434
Upper Primary	1,010	999	995
Lower Primary	1,416	1,977	1,873
Total Primary ...	2,426	2,976	2,868
GRAND TOTAL ...	3,643	4,227	4,302

—	Girls.		
	1901-02.	1906-07.	1911-12.
High	70	57	96
Middle	576	711	834
Total Secondary ...	646	768	930
Upper Primary	1,018	922	931
Lower Primary	1,167	1,909	2,034
Total Primary ...	3,185	2,831	2,965
GRAND TOTAL ...	3,831	3,599	3,895

No. 106.

Percentage of pupils in European Schools by stages of instruction compared with other classes.

—	1901-02.		1906-07.		1911-12.	
	Europeans.	Other classes.	Europeans.	Other classes.	Europeans.	ther classes.
High	7·8	2·1	3·3	2·8	3·1	3·04
Middle	22·9	4·6	22·5	2·7	24·3	3·08
Upper Primary ...	22·6	11 3	24·5	5·1	22·8	5·8
Lower Primary ...	44·5	81·6	49·7	89·3	49·8	88·08

No. 107.

European boys in Special Schools during 1911-12.

—	Technical and Industrial.	Commercial.
Bengal	176	210

No. 108.

European girls in Special Schools during 1911-12.

Bengal	12	195

No. 109.

Successful European candidates in University Arts examinations during 1911-12.

—	I. A.	I. Sc.	B. A.	M. A.
Bengal	11	5	5	2

No. 110.

Successful European candidates in School examinations during 1911-12.

—	Matriculation.		School Final.		Cambridge, Senior.		Cambridge, Junior.		Elementary Certificate.		Primary Scholarship.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bengal ...	5	...	...	...	34	17	45	33	44	38	4	...

No. 111.

Successful European candidates in Professional and Technical examinations during 1911-12.

—	Teaching.		Medical.		School of Art.	Engineering and Surveying.	Commercial.	Law.	Industrial.
	Masters.	Mistresses.	College examinations.	School examinations.					
Bengal	...	...	4	...	...	11	7	...	...

No. 112.

Expenditure on European Schools (direct and indirect) by periods.

—	1906-07.	1911-12.
Bengal	Rs. 17,77,291	Rs. 19,24,196

No. 113.

Sources of expenditure in European Schools by periods.

—	1906-07.	1911-12.
	Rs.	Rs.
Provincial Revenues	4,43,569	5,52,657
Municipal Funds	1,965	13,892
Fees	7,65,544	8,51,617
Other sources	5,66,213	5,06,030
Total ...	17,77,291	19,24,196
Total Public ...	4,45,534	5,66,549
Total Private ...	13,31,757	13,57,647

No. 114.

Objects of expenditure in European Schools by periods.

—	1906-07.	1911-12.
	Rs.	Rs.
Secondary Schools	6,57,992	8,94,645
Primary "	80,387	42,606
Training "	3,755	7,431
Other special "	1,858	29,833
Buildings and furniture	3,77,423	99,796
Inspection	10,952	22,911
Scholarships	7,232	12,821
Miscellaneous	6,37,692	8,14,153
Total ...	17,77,291	19,24,196

No. 115.

Boarding-houses for Indian males and females during 1911-12.

Province.	For males	For females.	Total.
Bengal	596	76	672

No. 116.

Indian male and female Boarders during 1911-12.

Bengal	16,379	4,105	20,484

No. 117.

Ratio of (Indian) pupils to (Indian) Boarders.

Class of Institution.	1906-07.	1911-12.
Arts Colleges	13	4
Secondary Schools	20	24
Primary "	275	223

SUPPLEMENTARY TABLES

FOR

1911-12.

SUPPLEMENTARY TABLES.

No. 1.

Comparative statement of Expenditure on Education for 1910-11 and 1911-12.

Heads of Charges.	1910-11.				1911-12.			
	Net expenditure after deducting receipts.			Total expenditure.	Net expenditure after deducting receipts.			Total expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	95,639	...	...	8,58,680	68,500	...	...	7,93,974
Collegiate ...	9,17,408	2,100	950	18,59,618	9,35,935	2,700	950	19,47,199
Secondary ...	4,98,125	1,58,308	26,394	35,47,235	5,31,436	1,57,490	29,545	37,43,570
Primary ...	2,33,757	6,54,362	66,095	29,61,326	2,30,318	5,83,663	63,680	30,06,943
Female ...	3,06,683	73,158	24,373	10,50,252	3,09,361	65,783	29,581	10,24,773
Special ...	8,59,698	55,573	20,869	15,54,917	8,75,660	89,030	25,388	18,00,065
Scholarships	1,81,519	43,498	841	2,66,983	2,08,284	43,902	856	2,91,797
Buildings ...	6,27,302	23,934	3,749	10,28,848	7,79,516	44,152	4,347	12,41,758
Furniture ...	89,775	6,569	1,795	1,66,304	2,02,625	24,396	2,718	3,15,183
Miscellaneous	3,30,017	63,432	9,636	18,24,746	4,15,584	73,434	10,045	20,17,588
Superintendence.	8,76,322	83,545	2,939	9,72,324	9,18,536	79,677	2,996	10,11,584
Total ...	50,16,275	11,64,479	1,57,641	1,60,71,233	54,75,755	11,64,227	1,70,106	1,72,02,434

No. 2.

Statement showing the variations in the results of the University Examinations for the past six years.

Year.	Entrance or Matriculation examination.			Intermediate or F. A. Examination.						B. A. Examination.			B. Sc. Examination.		
				Intermediate in Arts or F. A.			Intermediate in Science.								
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1906-07	3,625	2,000	55·2	1,884	769	40·8	...	...	...	1,568	354	22·5	17	9	52·9
1907-08	3,842	2,292	59·6	1,621	671	41·3	...	...	...	1,490	563	37·7	37	21	56·7
1908-09	5,689	3,500	61·5	1,725	577	33·4	322	138	42·8	1,359	568	41·8	111	45	40·5
1909-10	3,828	2,634	68·8	1,260	599	47·5	582	269	46·2	773	311	40·2	160	68	42·5
1910-11	3,754	2,652	70·6	2,275	1,118	49·1	833	366	43·9	742	457	61·5	183	121	66·1
1911-12	5,312	3,371	63·4	2,768	1,343	48·5	932	449	48·1	983	590	60·9	240	134	55·8

Year.	M. A. Examination.			M. Sc. Examination.			B. L. Examination.			B. E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
	17	18	19	20	21	22	23	24	25	26	27	28
1906-07	228	88	38·6	...	...	...	469	229	48·9	23	14	60·9
1907-08	238	92	38·6	...	...	...	447	210	46·9	19	11	57·8
1908-09	327	166	50·7	...	...	...	515	263	51·8	20	14	70·0
1909-10	17	8	47·05	...	...	...	73	36	49·3	22	6	27·2
1910-11	139	74	53·2	11	9	81·8	329	162	49·2	14	13	92·8
1911-12	261	153	58·6	56	35	62·5	479	246	51·3	19	16	84·4

No. 3.

Comparative statement showing the number of pupils attending different classes of institutions, Division by Division, for the years 1910-11 and 1911-12.

Division.	Number of Pupils in Public Institutions.									
	College.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11	1911-12.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	998	1,029	57,545	61,112	295,506	314,395	21,801	25,413	375,850	401,949
Presidency ...	1,012	1,205	50,774	54,211	212,600	222,743	33,061	38,351	297,447	316,510
Calcutta ...	7,193	8,125	24,697	27,038	18,370	17,978	7,153	7,879	57,413	61,020
Patna ...	590	689	9,019	10,678	93,447	102,989	11,002	11,365	114,058	125,721
Tirhut ...	101	116	9,262	10,371	135,182	136,343	24,857	25,747	169,402	172,577
Bhagalpur ...	259	303	10,282	11,103	107,334	109,616	9,164	9,232	127,039	130,254
Orissa ...	276	329	9,944	10,730	153,190	163,806	5,965	6,420	169,376	181,285
Orissa Tributary States.	...	...	2,251	2,315	43,727	46,744	506	535	46,484	49,594
Chota Nagpur ...	106	104	9,466	10,537	83,574	90,967	4,640	5,070	97,786	106,678
European Institutions.	...	...	7,349	7,836	1,246	804	379	469	8,974	9,109
Total ...	10,535	11,900	190,589	205,931	1,144,176	1,206,385	118,528	130,701	1,463,828	1,554,917

No. 3—*concluded.*

Division.	Number of Pupils in Private Institutions.											
	Advanced Teaching.		Elementary.		Teaching the Koran only.		Other Schools.		Total.		Grand Total of Pupils.	
	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	763	338	334	144	482	381	3,753	3,241	5,332	4,104	3,81,182	406,053
Presidency	9	...	18	122	60	638	496	525	583	1,285	298,030	317,795
Calcutta	...	...	...	...	538	414	3,877	4,547	4,415	4,961	61,828	65,981
Patna	4,290	5,177	8,921	8,798	646	519	329	1,290	14,186	15,784	128,244	141,505
Tirhut	3,625	3,556	6,463	6,700	2,021	2,428	976	803	13,085	13,487	182,487	186,064
Bhagalpur	1,545	985	4,525	4,176	366	414	1,299	1,611	7,735	7,186	134,774	137,440
Orissa	33	44	5,512	4,863	108	21	56	70	5,709	4,998	175,084	186,283
Orissa Tributary States	...	...	239	132	...	...	357	455	596	587	47,080	50,181
Chota Nagpur ...	265	120	1,017	1,262	71	103	1,417	468	2,770	1,953	100,556	108,631
European Institutions	...	...	...	...	...	...	...	98	...	98	8,974	9,207
Total ...	10,530	10,220	27,029	26,163	4,292	4,952	12,560	13,108	54,411	54,443	1,518,239	1,609,360

No. 4.

Statement showing the expenditure incurred in Government, Municipal, aided and unaided Arts Colleges during the year 1911-12.

Names of the Arts Colleges.	Number of pupils on the rolls on the 31st March 1911.	Average monthly roll number.	Average daily attendance.	Expenditure in 1911-12. From public funds. Provincial Revenues.	From public funds. District or Municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Average annual cost for educating each pupil. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government (7).											
1. Presidency College	973	921	913	1,49,955	...	1,28,660	1,300	2,79,915	162 13 6	141 1 8	303 14 9
2. Hooghly ,, ...	183	156	140	26,551	...	13,095	...	39,946	172 2 0	83 15 0	256 1 0
3. Krishnagar ,, ...	143	134	120	25,727	...	8,742	1,649	36,118	192 0 0	77 8 9	269 8 9
4. Patna ,, ...	265	264	255	70,688	...	21,122	1	91,811	267 12 1	80 0 2	347 12 3
5. Ravenshaw ,, ...	315	286	253	32,285	...	14,667	884	47,836	112 14 2	54 5 11	167 4 1
6. Sanskrit ,, ...	90	90	86	25,695	...	3,645	...	29,340	285 8 0	40 8 0	326 0 0
7. Bethune ,, ...	40	41	22	22,960	...	1,629	...	24,589	569 0 0	39 11 8	599 11 8
Total for 1911-12 ...	2,018	1,892	1,789	3,54,161	...	1,91,560	3,834	5,49,555	187 3 0	103 4 4	290 7 4
Total for 1910-11 ...	1,803	1,818	1,688	3,40,848	...	1,84,122	3,700	5,28,670	187 7 1	103 5 10	290 12 11
Municipal or Joint-Committees (2).											
1. Midnapore College	78	78	68	2,871	...	2,200	1,649	6,720	36 12 11	49 5 6	86 2 6
2. Monghyr Diamond Jubilee College.	14	13	12	...	2,150	677	2,751	5,578	165 6 1	263 11 1	429 1 2
Total for 1911-12 ...	92	91	80	2,871	2,150	2,877	4,400	12,298	55 2 9	79 15 6	135 2 3
Total for 1910-11 ...	91	95	84	5,580	2,150	4,563	4,684	16,977	81 5 11	97 5 4	178 11 3
Aided (8).											
1. Scottish Churches College... ...	1,116	1,116	901	22,000	...	71,904	57,359	1,51,263	19 11 4	64 6 10	84 2 2
2. St. Xavier's College	305	305	276	5,400	...	17,483	11,077	33,960	17 11 3	93 10 2	111 5 5
3. L. M. S. College, Bhawanipur ...	126	119	84	3,000	...	5,577	28,006	36,583	35 3 4	283 3 4	307 6 8
4. Narail Victoria College	68	67	58	1,250	...	2,419	749	4,418	18 10 6	47 4 6	65 15 0
5. Daulatpur Hindu Academy ...	210	228	181	3,000	...	10,189	...	13,189	13 2 6	44 11 7	57 13 6
6. Bankura Wesleyan Mission College.	201	200	177	3,000	...	11,544	9,460	24,004	18 0 0	105 0 4	123 0 4
7. Bihar National College Bankipore	347	296	261	4,800	...	11,932	2,251	18,983	16 3 5	47 14 8	64 2 1
8. St. Columbas' College Hazaribagh	104	101	95	12,000	...	5,778	8,447	26,225	118 13 1	140 13 5	259 10 6
Total for 1911-12 ...	2,477	2,432	2,033	55,050	...	1,36,826	1,17,349	3,09,225	22 10 2	104 8 2	127 2 4
Total for 1910-11 ...	2,635	2,823	2,699	63,966	...	1,62,584	1,22,089	3,48,639	22 10 6	100 13 5	123 7 11
Unaided (15).											
1. City College	1,117	1,114	926	...	...	46,382	...	46,382	...	41 10 0	41 10 0
2. Ripon College	688	664	470	...	...	48,070	...	48,070	...	72 6 4	72 6 4
3. Burdwan, Raj College	86	87	68	...	...	3,102	8,118	11,220	...	128 15 5	128 15 5
4. Krishnath College, Berhampore...	757	793	711	...	...	28,237	42,869	71,106	...	89 10 3	89 10 8
5. Central College	130	121	103	...	...	4,243	...	4,243	...	35 1 0	35 1 0
6. Uttarpara College	101	91	84	...	...	4,717	1,735	6,452	...	70 14 5	70 14 5
7. Hetampur College	49	44	39	...	...	1,832	5,194	7,026	...	159 10 11	159 10 11
8. Bishop's College	27	27	25	...	...	144	26,786	26,930	...	997 6 6	997 6 6
9. Church Missionary Society's College.	41	39	35	...	...	1,160	7,700	8,860	...	227 2 11	227 2 11
10. Bangabasi College	593	584	342	...	...	43,417	6	43,423	...	74 5 8	74 5 8
11. Metropolitan Institution	1,116	956	911	...	...	58,364	...	58,364	...	61 0 9	61 0 9
12. T. N. Jubilee College, Bhagalpur	269	257	223	...	...	25,601	16,405	42,006	...	163 7 2	163 7 2
13. Bhumihar Brahman College, Muzaffarpur.	116	109	95	...	1,500	5,434	5,430	12,364	13 12 2	99 10 8	113 6 10
14. Loretto House	10	6	5	...	...	820	1,635	2,455	...	409 2 8	409 2 8
15. Diocesan College, Ballygunj ...	29	20	19	...	...	1,156	3,789	4,945	...	247 4 0	247 4 0
Total for 1911-12 ...	5,129	4,912	4,126	...	1,500	2,72,679	1,19,667	3,93,846	0 4 10	79 14 0	80 2 10
Total for 1910-11 ...	3,789	3,778	3,235	600	900	1,90,106	1,06,846	2,98,452	0 6 4	78 9 7	78 15 11
Total for all Colleges for 1911-12 ...	9,716	9,327	8,028	4,12,082	3,650	6,03,942	2,45,250	12,64,924	...	...	...
Add—Indirect expenditure for all Colleges.	...	...	...	2,52,819	680	1,71,588	1,94,140	6,19,227	...	...	...
Grand Total for 1911-12 ..	9,716	9,327	8,028	6,64,901	4,330	7,75,530	4,39,390	18,84,151	...	...	...
Grand Total for 1910-11 ...	8,318	8,514	7,106	11,02,385	3,650	6,31,758	3,52,520	20,90,313	...	...	...
Grand Total for 1909-10 ...	7,154	6,720	6,087	5,84,951	4,453	6,00,361	3,83,520	15,73,285	...	...	...

No. 5.

Statement showing the results of the Intermediate Examination held in 1912.

Name of College.	In Arts.						In Science.					
	Number of candidates.	Number passed in the—				Percentage of success.	Number of candidates.	Number passed in the—				Percentage of success.
		First Division.	Second Division.	Third Division.	Total passed.			First Division.	Second Division.	Third Division.	Total passed.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Government Colleges.												
1. Presidency College	93	18	27	5	50	53·7	72	29	15	2	46	63·8
2. Hooghly ,, ...	39	6	13	2	21	53·8	31	9	13	...	22	70·9
3. Krishnagar ,, ...	50	3	13	3	21	42·0	22	5	6	1	12	54·5
4. Patna ,, ...	47	13	18	1	32	68·0	21	7	9	1	17	80·9
5. Ravenshaw ,, ...	105	18	...	8	62	59·4	18	4	4	...	8	44·4
6. Sanskrit ,, ...	20	...	8	2	10	50·0	...	...	...	...	...	...
7. Bethune ,, ...	9	3	6	...	9	100·0	...	...	...	...	...	...
Total for 1911-12 ...	363	61	123	21	205	56·2	164	54	47	4	105	64·0
Total for 1910-11 ...	300	69	98	15	182	60·6	163	55	45	8	108	66·2
Municipal Colleges.												
1. Midnapore College	40	4	4	10	18	45·0	...	...	...	...	...	...
2. Monghyr Diamond Jubilee College.	5	1	1	...	2	40·0	...	...	...	...	...	...
Total for 1911-12 ...	45	5	5	10	20	44·4	...	...	...	...	...	...
Total for 1910-11 ...	46	9	18	5	32	69·5	...	...	...	...	...	...
Aided Colleges.												
1. Scottish Churches College ...	129	32	42	11	85	65·9	96	27	31	2	60	62·5
2. St. Xavier's College	51	4	21	3	28	54·9	62	14	21	2	37	59·6
3. L. M. S. College, Bhawanipur	73	14	20	3	37	50·6	...	...	...	...	...	...
4. Narail Victoria College ...	37	4	8	5	17	45·9	...	...	...	...	...	...
5. St. Columbas' College, Hazaribagh.	29	8	16	1	25	86·2	5	2	1	1	4	80·0
6. B. N. College, Bankipore ...	161	10	27	11	48	29·8	9	3	2	...	5	55·5
7. Daulatpur Hindu Academy	106	10	35	12	57	53·7	20	3	7	1	11	55·0
8. Wesleyan Mission College, Bankura.	70	12	33	2	47	67·1	...	...	...	...	...	...
Total for 1911-12 ...	656	94	202	48	344	52·4	192	49	62	6	117	60·9
Total for 1910-11 ...	748	128	226	38	392	52·4	285	60	88	15	163	57·2
Unaided Colleges.												
1. City College	375	29	106	34	169	45·0	113	14	27	7	48	42·4
2. Ripon ,, ...	197	21	61	7	89	45·2	74	7	21	5	33	44·6
3. Metropolitan Institution ...	275	29	58	20	107	38·9	114	10	18	4	32	28·0
4. Burdwan Raj College ...	39	7	15	3	25	64·1	...	...	...	...	...	...
5. Berhampore ,, ...	175	21	60	7	88	50·3	73	12	25	2	39	53·4
6. T. N. J. College, Bhagalpur	108	7	33	9	49	45·4	17	1	4	1	6	35·3
7. Central College ...	96	5	20	5	30	31·2	...	...	...	...	...	...
8. Uttarpara ,, ...	46	14	11	1	26	56·5	13	2	2	...	4	30·7
9. Hetampur ,, ...	28	3	7	1	11	39·3	...	...	...	...	...	...
10. Bishop's ,, ...	5	2	1	...	3	60·2	...	...	...	...	...	...
11. B. B. College, Muzaffarpur	51	7	13	4	24	47·0	...	...	...	...	...	...
12. Church Missionary Society's College.	28	4	10	4	18	64·3	...	...	...	...	...	...
13. Loretto House	...	...	...	...	...	...	...	...	...	...	...	...
14. Diocesan College, Ballygunge	5	2	2	...	4	80·0	...	...	...	...	...	...
15. Bangabasi College	209	11	67	20	98	46·9	165	6	45	10	61	36·9
Total for 1911-12 ...	1,637	162	464	115	741	45·2	569	52	142	29	223	39·2
Total for 1910-11 ..	1,143	122	307	66	495	43·3	375	53	119	20	192	51·2
Grand Total for 1911-12	2,701	322	794	194	1,310	48·5	925	155	251	39	445	48·1
Private candidates ...	67	8	16	9	33	49·0	7	2	2	...	4	57·1
Great Grand Total for 1911-12.	2,768	330	810	203	1,343	48·5	932	157	253	39	449	48·1
Great Grand Total for 1910-11.	2,275	339	654	125	1,118	49·1	833	168	253	45	466	55·9

No. 6.

Statement showing the results of the B.A. and B.Sc. Examinations held in 1911 and 1912.

Names of Colleges.	B.A.						B.Sc.						Total.						
	Candidates.		Honour, First Division.	Honour, Second Division.	Pass.	Total passed.	Candidates.		Honour, First Division.	Honour, Second Division.	Pass.	Total passed.	Candidates.		Honour, First Division.	Honour, Second Division.	Pass.	Total passed.	Percentage of success.
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1910-11.																			
Government Colleges.																			
1. Presidency College	45	49	7	23	40	70	38	50	7	13	38	58	83	99	14	36	78	128	70·4
2. Hooghly College	3	10	...	2	7	9	...	...	...	...	...	...	...	10	...	2	7	9	69·3
3. Krishnagar College	...	4	...	...	3	3	...	3	...	...	1	1	3	7	...	...	4	4	57·1
4. Patna College	4	32	...	3	26	29	2	1	...	2	1	3	6	33	...	5	27	32	82·0
5. Ravenshaw College, Cuttack	4	23	...	2	7	9	...	...	...	...	...	...	4	23	...	2	7	9	33·3
6. Sanskrit College, Calcutta ...	3	7	...	3	5	8	...	...	...	...	...	...	3	7	...	3	5	8	80·0
7. Bethune College	...	5	...	...	4	4	...	...	...	...	...	...	...	5	...	...	4	4	80·0
Total ...	59	130	7	33	92	132	40	54	7	15	40	62	99	184	14	48	132	194	68·5
Aided Colleges.																			
1. Scottish Churches College ...	40	131	3	20	91	114	9	28	...	5	20	25	49	159	3	25	111	139	66·7
2. St. Xavier's College	...	...	...	...	...	...	2	7	...	2	2	4	2	7	...	2	2	4	44·4
3. L. M. S. College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Bangabasi College	...	17	...	...	11	11	...	10	...	...	2	2	...	27	...	...	13	13	48·2
5. B. N College, Bankipore ...	...	8	...	...	5	5	...	...	...	...	...	...	...	8	...	...	5	5	42·5
6. St. Columbas' College, Hazaribagh.	...	18	...	...	15	15	...	...	...	...	...	...	...	18	...	...	15	15	83·3
7. Bankura W. M. College ...	...	2	...	...	2	2	...	...	...	...	...	...	...	2	...	...	2	2	100·0
Total ...	40	176	3	20	124	147	11	45	...	7	24	31	51	221	3	27	148	178	65·5
Unaided Colleges.																			
1. City College	...	15	...	...	5	5	...	...	...	...	...	...	...	15	...	...	5	5	33·3
2. Ripon College	1	97	...	...	57	57	...	...	...	...	...	...	1	97	...	...	57	57	58·1
3. Metropolitan Institution ...	1	91	...	1	46	47	1	7	...	...	5	5	2	98	...	1	51	52	52·0
4. Berhampore College	13	56	...	6	33	39	4	12	1	2	6	9	17	68	1	8	39	48	56·4
5. T. N. J. College, Bhagalpur ...	...	27	...	...	11	11	...	...	...	...	...	...	...	27	...	...	11	11	40·7
6. B. B. College, Muzaffarpur ...	...	6	...	...	2	2	...	...	...	...	...	...	...	6	...	...	2	2	33·3
7. Bishop's College	2	1	1	1	1	3	...	...	...	...	...	...	2	1	1	1	1	3	100·0
8. Diocesan College, Ballygunge	...	2	...	...	2	2	...	...	...	...	...	...	...	2	...	...	2	2	100·0
Total ...	17	295	1	8	157	166	5	19	1	2	11	14	22	314	2	10	168	180	53·5
Grand total ...	116	601	11	61	373	445	56	118	8	24	75	107	172	719	19	85	448	552	62·0
Private candidates	2	23	1	1	10	12	5	24	1	3	10	14	7	47	2	4	20	26	48·1
Great Grand total ...	118	624	12	62	383	457	61	142	9	27	85	121	179	766	21	89	468	578	61·1
1911-12.																			
Government Colleges.																			
1. Presidency College	53	49	5	37	36	78	48	48	2	13	34	49	101	97	7	50	70	127	64·1
2. Hooghly College	2	9	...	2	6	8	...	...	...	...	...	...	2	9	...	2	6	8	72·7
3. Krishnagar College	1	7	...	...	5	5	...	4	...	...	2	2	1	11	...	...	7	7	58·3
4. Patna College	11	26	1	7	18	26	4	10	1	1	7	9	15	36	2	8	25	35	68·6
5. Ravenshaw College, Cuttack	8	17	...	4	16	20	...	...	...	...	...	...	8	17	...	4	16	20	80·0
6. Sanskrit College, Calcutta ...	4	7	...	3	7	10	...	...	...	...	...	...	4	7	...	3	7	10	90·9
7. Bethune College, Calcutta ...	4	8	...	...	3	3	...	...	...	...	...	...	...	8	...	...	3	3	37·5
Total ...	79	123	6	53	91	150	52	62	3	14	43	60	131	185	9	67	134	210	66·4
Aided Colleges.																			
1. Scottish Churches College ...	55	116	5	34	77	116	15	25	1	2	19	22	70	141	6	36	96	138	65·4
2. St. Xavier's College, Calcutta	...	...	...	...	...	...	3	7	...	...	7	7	3	7	...	...	7	7	70·0
3. Bihar National College, Bankipore.	...	17	...	...	6	6	...	...	...	...	...	...	...	17	...	...	6	6	35·2
4. St. Columbas' College, Hazaribagh.	...	11	...	...	7	7	...	...	...	...	...	...	...	11	...	...	7	7	63·6
5. Bankura W. M. College ...	...	11	...	...	5	5	...	...	...	...	...	...	...	11	...	...	5	5	45·4
Total ...	55	155	5	34	95	134	18	32	1	2	26	29	73	187	6	36	121	163	62·6
Unaided Colleges.																			
1. City College, Calcutta ...	30	106	2	11	61	74	...	11	...	...	2	2	30	117	2	11	63	76	51·7
2. Ripon College, Calcutta ...	10	92	3	6	47	56	...	...	...	...	...	...	10	92	3	6	47	56	54·9
3. Metropolitan Institution ...	4	121	...	2	65	67	4	13	...	...	8	8	8	134	...	2	73	75	52·8
4. Berhampore College	14	73	...	13	45	58	10	15	1	2	17	20	24	88	1	15	62	78	69·6
5. T. N. J. College, Bhagalpur ...	...	26	...	...	13	13	...	...	...	...	...	...	...	26	...	...	13	13	50·0
6. B. B. College, Muzaffarpur ...	...	11	...	...	8	8	...	...	...	...	...	...	...	11	...	...	8	8	72·7
7. Bishop's College, Calcutta ...	1	3	...	...	2	2	...	...	...	...	...	...	1	3	...	...	2	2	50·0
8. Diocesan College, Ballygunge	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
9. Bangabasi College, Calcutta	1	14	...	1	8	9	...	17	...	...	13	13	1	31	...	1	21	22	63·7
Total ...	60	457	5	33	249	287	14	56	1	2	40	43	74	503	6	35	289	330	57·1
Grand total ...	194	725	16	120	435	571	84	150	5	18	109	132	278	875	21	138	544	703	75·6
Private candidates	7	57	...	4	24	28	1	5	...	...	2	2	8	62	...	4	26	30	42·8
Great Grand total ...	201	782	16	124	459	599	85	155	5	18	111	134	286	937	21	142	570	783	59·9

No. 7.

Statement showing the results of the M.A. and M.Sc. Examinations held in 1911 and 1912.

Colleges.	English.		Sanskrit. Group A.		Sanskrit. Group B.		Sanskrit. Group D.		Sanskrit. Group E.		Pali.		Latin.		Hebrew.		Arabic.		Persian.		History.		Philosophy.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1910-11.																								
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Hooghly ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Krishnagore ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Krishnanath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. L. M. S. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Presidency ,, ...	30	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...
11. Ripon ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Ravenshaw ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13. St. Xavier's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14. Scottish Churches College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	10
15. Sanskrit College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. T. N. Jubilee College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17. Bethune College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18. Private students ...	12	4	4	3	2	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	12	8	5	3
Total .	42	20	4	3	2	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	13	9	20	13
1911-12.																								
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Hooghly ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Krishnagore ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Krishnanath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. L. M. S. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Presidency ,, ...	42	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	11	...	...
11. Ripon ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Ravenshaw ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13. St. Xavier's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14. Scottish Churches College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	...
15. Sanskrit College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. T. N. Jubilee College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17. University Students	...	...	7	7	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	26	20	4	3
18. Private Students ...	19	8	4	4	...	...	...	...	...	...	1	...	...	...	...	...	1	1	3	2	24	16	23	12
Total ...	61	24	11	11	...	...	...	...	...	...	3	2	...	...	...	...	1	1	3	2	67	47	41	25

Colleges.	Mathematics. Group A.		Mathematics. Group B.		Natural and Physical Science. Chemistry.		Physics B.		Physics C.		Geology.		Political Economy. Group A.		Political Economy. Group B.		Botany.		Physiology.		Total.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
1910-11.																						
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Hooghly ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Krishnagore ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Krishnanath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. L. M. S. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Presidency ,, ...	...	...	7	3	19	8	...	...	...	...	...	...	2	2	4	3	...	...	...	...	63	33
11. Ripon ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Ravenshaw ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13. St. Xavier's ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14. Scottish Churches College.	8	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23	15
15. Sanskrit College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. T. N. Jubilee College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17. Bethune College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18. Private Students ...	2	...	2	1	2	...	14	6	...	...	4	4	...	...	3	2	...	...	...	...	64	35
Total ...	10	5	9	4	21	8	14	6	...	...	4	4	2	2	7	5	...	...	...	...	150	83
1911-12.																						
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Hooghly ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Krishnagore ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Krishnanath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. L. M. S. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Presidency ,, ...	7	3	9	7	11	6	...	...	...	...	...	...	21	13	...	...	...	...	...	...	107	56
11. Ripon ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Ravenshaw ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13. St. Xavier's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14. Scottish Churches College.	11	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	16
15. Sanskrit College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. T. N. Jubilee College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17. University Students	...	...	11	5	...	...	...	...	...	...	8	6	9	8	...	...	...	...	2	1	69	52
18. Private Students ...	11	5	1	1	13	4	1	1	...	...	3	1	10	7	...	...	2	2	...	...	116	64
Total ...	22	11	8	4	33	16	12	7	...	...	11	7	40	28	...	...	2	2	2	1	317	188

No. 8.

Statement showing in detail the attendance and expenditure in classes of secondary schools for Indian boys and girls during the year 1911-12.

Class of Schools.	Number of schools on the 31st March 1912.	Number of pupils on the rolls on the 31st March 1912.	Average monthly number on the rolls during the year 1911-12.	Expenditure. Public funds. Provincial revenues.	Public funds. District funds.	Public funds. Municipal funds.	Public funds. Native States revenues	Private funds. Fees.	Private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Boys.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government — High English ...	39	12,413	11,063	2,17,898	...	...	...	2,51,706	7,570	4,77,174
Government — Middle English ...	6	864	745	12,560	...	...	...	3,847	60	16,437
Government — Middle Vernacular ...	17	1,331	1,251	7,171	...	220	...	3,279	276	10,946
District or Municipal funds. — High English ...	2	621	556	4,037	250	928	...	12,234	2,029	19,478
District or Municipal funds. — Middle English ...	50	5,319	4,963	20	16,713	1,433	...	23,867	4,341	46,374
District or Municipal funds. — Middle Vernacular ...	88	5,790	5,395	...	30,690	637	...	14,864	1,727	47,918
Native States — High English ...	2	550	527	...	...	...	10,989	1,437	...	12,426
Native States — Middle English ...	19	1,780	1,770	...	...	...	19,709	789	36	20,534
Native States — Middle Vernacular ...	3	208	185	...	...	...	1,183	59	...	1,242
Aided ... — High English ...	194	42,029	38,338	1,06,706	1,925	10,673	...	6,09,162	1,32,814	8,61,280
Aided ... — Middle English ...	537	45,485	44,359	27,031	88,860	8,407	...	2,71,336	1,22,883	5,18,517
Aided ... — Middle Vernacular ...	196	12,704	12,400	16,180	19,052	318	...	41,470	26,862	1,03,882
Unaided ... — High English ...	156	45,901	42,143	...	...	...	...	7,63,590	1,90,401	9,53,991
Unaided ... — Middle English ...	165	13,434	12,849	...	...	...	...	52,012	60,622	1,12,634
Unaided ... — Middle Vernacular ...	54	4,119	4,034	...	...	...	...	12,195	12,968	25,163
Total for 1911-12. — High English ...	393	1,01,514	92,627	3,28,641	2,175	11,601	10,989	16,37,929	3,32,814	23,24,349
Total for 1911-12. — Middle English ...	777	66,882	64,686	39,611	1,05,573	9,840	19,709	3,51,851	1,86,942	15,55,883
Total for 1911-12. — Middle Vernacular ...	358	24,152	23,265	23,351	49,742	1,175	1,183	71,867	41,813	1,89,131
Total for 1910-11. — High English ...	384	92,504	84,619	3,04,348	2,564	11,794	10,018	14,87,745	3,41,906	21,58,375
Total for 1910-11. — Middle English ...	744	61,753	59,260	39,334	1,04,764	8,881	19,181	3,15,014	1,86,229	6,73,403
Total for 1910-11. — Middle Vernacular ...	371	24,233	25,873	23,208	50,980	1,041	1,453	70,131	47,453	1,94,266
Girls.										
Government — High English ...	1	170	149	16,833	...	...	...	3,872	...	20,705
Government — Middle English ...	...	...	...	...	...	...	...	...	...	...
Government — Middle Vernacular ...	...	...	...	...	...	...	...	...	...	...
District or Municipal Boards. — High English ...	...	...	...	...	...	...	...	...	...	...
District or Municipal Boards. — Middle English ...	...	...	...	...	...	...	...	...	...	...
District or Municipal Boards. — Middle Vernacular ...	...	...	...	...	...	...	...	...	...	...
Native States — High English ...	...	...	...	...	...	...	...	...	...	...
Native States — Middle English ...	...	...	...	...	...	...	...	...	...	...
Native States — Middle Vernacular ...	...	...	...	...	...	...	...	...	...	...
Aided ... — High English ...	10	1,348	1,209	45,943	...	1,462	...	37,333	50,622	1,35,360
Aided ... — Middle English ...	11	1,135	1,112	12,075	180	364	...	2,759	27,122	42,500
Aided ... — Middle Vernacular ...	26	2,742	2,583	13,810	216	4,682	...	3,276	27,693	49,677
Unaided ... — High English ...	2	110	81	Not returned.						
Unaided ... — Middle English ...	...	...	...	...	...	...	...	...	...	...
Unaided ... — Middle Vernacular ...	1	42	41	...	...	...	...	565	1,598	2,163
Total for 1911-12. — High English ...	13	1,623	1,439	62,776	...	1,462	...	41,115	50,622	1,56,065
Total for 1911-12. — Middle English ...	11	1,135	1,152	12,075	180	364	...	3,759	27,122	42,500
Total for 1911-12. — Middle Vernacular ...	27	2,784	2,624	13,810	216	4,682	...	3,841	29,291	51,840
Total for 1910-11. — High English ...	12	1,274	1,151	59,154	...	412	...	52,931	49,610	1,62,107
Total for 1910-11. — Middle English ...	13	1,234	1,241	8,926	...	148	...	2,212	32,303	43,589
Total for 1910-11. — Middle Vernacular ...	22	2,242	2,176	9,931	...	1,779	180	2,318	19,349	33,577
Grand Total Secondary Schools for 1911-12.	1,579	198,095	185,753	4,80,264	1,57,886	29,124	31,871	21,09,362	6,68,604	43,19,788
Grand Total Secondary Schools for 1910-11.	1,552	183,240	174,320	4,44,901	1,58,308	24,055	30,832	19,30,371	6,76,850	32,65,317

No. 9.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indians during the year 1911-12.

A. Boys.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations. M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru-Training School.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit Title examination.	Madrassah central examination.	Other examinations.	Passing no examination.	Number of vacancies which occurred during the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	43	664	25	136	113	138	74	2	1	9	3	...	...	46	22	48	47	50
Aided	194	2,200	27	372	399	455	184	39	13	85	74	9	...	167	25	45	306	242
Unaided	156	2,200	40	373	373	519	77	24	8	77	82	13	5	194	28	34	353	202
Total ...	393	5,064	92	881	885	1,112	335	65	22	171	159	22	5	407	75	127	706	494
Middle English.																		
Government ...	75	385	...	1	21	68	75	21	25	40	69	17	...	1	3	14	30	36
Aided	537	2,557	2	4	172	499	471	109	97	431	319	60	7	12	1	9	364	190
Unaided	165	727	1	1	42	143	111	20	37	116	105	32	13	1	2	3	100	83
Total ...	777	3,669	3	6	235	710	657	150	159	587	493	109	20	14	6	26	494	309
Middle Vernacular.																		
Government ...	108	375	...	...	3	9	116	33	31	22	116	19	7	...	1	8	10	43
Aided	196	633	...	...	7	41	151	20	32	63	200	31	6	...	1	4	77	57
Unaided	54	203	...	...	2	15	41	8	11	30	69	12	1	2	...	...	12	7
Total ...	358	1,211	...	...	12	65	308	61	74	115	385	62	14	2	2	12	99	107
Upper Primary.																		
Government ...	268	599	...	...	...	4	56	42	179	45	142	59	11	...	2	26	33	46
Aided	2,986	5,895	...	...	...	40	38	104	1,111	786	1,461	1,368	493	15	1	3	475	695
Unaided	142	305	...	...	...	1	2	7	52	60	65	63	33	1	...	1	20	19
Total ...	3,396	6,799	...	...	...	45	96	153	1,342	891	1,668	1,490	537	16	3	30	528	760
Lower Primary.																		
Government ...	175	246	...	...	...	1	2	...	47	5	46	76	35	...	...	21	13	34
Aided	24,480	24,949	...	...	...	28	20	51	2,397	998	2,368	5,098	8,844	5	3	28	5,169	2,325
Unaided	8,283	8,360	...	...	...	7	5	15	415	271	398	1,340	2,627	1	1	3	3,277	596
Total ...	32,938	33,555	...	...	...	36	27	66	2,859	1,274	2,752	6,514	11,506	6	4	52	8,459	2,955
Grand Total ...	37,862	50,298	95	887	1,132	1,968	1,423	495	4,456	3,038	5,457	8,197	12,082	445	90	247	10,286	4,625

B. Girls.

High English.																		
Government ...	1	14	2	5	...	2	...	...	1	...	...	...	...	...	...	1	3	2
Aided ...	10	130	7	18	8	16	11	6	1	13	9	3	...	1	...	28	9	9
Unaided ...	2	18	...	3	4	4	2	...	...	...	...	...	...	...	...	...	5	1
Total ...	13	162	9	26	12	22	13	6	2	13	9	3	...	1	...	29	17	12
Middle English.																		
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	11	74	...	...	4	8	15	6	1	8	9	12	5	...	...	4	2	3
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	11	74	..	...	4	8	15	6	1	8	9	12	5	...	...	4	2	3
Middle Vernacular.																		
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	26	146	...	1	1	8	8	12	20	17	29	16	1	4	2	9	18	6
Unaided ...	1	3	..	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...
Total ...	27	149	...	1	1	8	8	15	20	17	29	16	1	4	2	9	18	6
Upper Primary.																		
Government ...	34	37	...	...	1	...	8	6	8	1	20	14	5	...	...	11	13	...
Aided ...	179	458	...	...	2	4	21	33	30	39	106	76	27	4	...	27	89	13
Unaided ...	3	10	...	...	...	...	...	...	...	...	3	2	...	...	...	...	5	...
Total ...	216	555	...	...	3	4	29	39	38	40	129	92	32	4	...	38	107	13
Lower Primary.																		
Government ...	62	92	...	1	...	2	5	4	11	11	19	6	6	...	...	6	21	4
Aided ...	2,356	2,324	...	...	...	5	21	23	243	126	313	449	608	3	1	25	507	81
Unaided ...	478	451	...	...	1	2	5	12	43	22	52	81	138	1	...	9	85	11
Total ...	2,896	2,867	...	1	1	9	31	39	297	159	384	536	752	4	1	40	613	96
Grand Total ...	3,164	3,807	9	28	21	51	96	105	358	237	560	659	790	13	3	120	757	130

No. 10.

Statement showing attendance and expenditure in Primary Schools and cost of primary education for Indian boys and girls in Bengal during 1911-12.

Class of Schools.	Number of schools.	Number of pupils on the rolls.	Average monthly number on the rolls during the year.	Expenditure. Public funds. Provincial Revenues.	Public funds. District funds.	Public funds. Municipal funds.	Public funds. Native States revenues.	Private funds. Fees.	Private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct										
Boys.										
Government — Upper Primary ...	196	8,604	8,473	85,396	78	...	...	4,665	89	90,228
Government — Lower ,, ...	2	30	26	184	24	...	...	...	...	208
District and Municipal Boards. — Upper ,, ...	41	4,152	4,100	...	9,651	1,251	...	1,183	142	12,227
District and Municipal Boards. — Lower ,, ...	71	6,343	6,025	...	10,410	1,067		946	103	12,526
Native States — Upper ,, ...	31	1,562	1,511	...	...	...	4,353	160	126	4,639
Native States — Lower ,, ...	102	3,481	3,217		...	...	5,960	426	242	6,628
Aided ... — Upper ,, ...	2,986	153,735	146,557	37,296	1,54,090	19,593	9,767	2,71,972	73,738	5,66,456
Aided ... — Lower ,, ...	24,480	753,415	704,557	1,01,784	4,09,410	41,648	16,623	10,74,584	2,55,247	18,99,296
Unaided ... — Upper ,, ...	142	7,136	6,587	...	...	...	...	9,321	11,537	20,858
Unaided ... — Lower ,, ...	8,283	186,051	168,119	..	...	...	...	3,08,579	69,027	3,77,605
Total for 1911-12. — Upper ,, ...	3,396	175,189	167,228	1,22,692	1,63,819	20,841	14,120	2,87,301	85,632	6,94,408
Total for 1911-12. — Lower ,, ...	32,938	949,320	811,944	1,01,968	4,19,844	42,715	22,583	13,84,535	3,24,618	22,96,263
Total for 1910-11. — Upper ,, ...	3,290	164,585	158,765	1,23,907	1,75,330	20,684	13,222	2,66,636	79,233	6,78,912
Total for 1910-11. — Lower ,, ...	32,133	900,085	843,254	1,01,079	4,79,032	45,262	21,683	12,99,078	3,09,262	22,55,396
Girls.										
Government — Upper Primary ...	33	1,888	1,808	16,834	131	155	...	120	350	17,590
Government — Lower ,, ...	53	2,221	2,086	18,194	48	60	...	45	147	18,494
District and Municipal Boards. — Upper ,, ...	1	68	68	...	...	519	...	134	372	1,025
District and Municipal Boards. — Lower ,, ...	1	27	30	..	...	275	...	..	...	275
Native States revenues. — Upper ,, ...	...	...	..	...	...	...	...	...	...	..
Native States revenues. — Lower ,, ...	8	150	146	...	...	...	456	...	...	456
Aided ... — Upper ,, ...	179	10,944	10,179	30,097	4,276	4,185	1,682	7,310	58,662	1,06,212
Aided ... — Lower ,, ...	2,356	55,533	52,625	48,505	60,932	11,037	5,413	9,001	74,414	2,09,302
Unaided ... — Upper ,, ...	3	301	237	...	...	...	...	25	2,840	2,865
Unaided ... — Lower ,, ...	478	9,940	9,119	...	...	...	...	1,469	11,245	12,714
Total for 1911-12. — Upper ,, ...	216	13,201	12,292	46,931	4,467	4,859	1,682	7,589	62,224	1,27,692
Total for 1911-12. — Lower ,, ...	2,896	67,871	64,006	66,699	60,980	11,372	5,869	10,515	85,806	2,41,241
Total for 1910-11. — Upper ,, ...	204	11,684	10,899	40,178	5,528	4,437	1,355	6,569	55,948	1,14,015
Total for 1910-11. — Lower ,, ...	2,836	66,576	62,731	70,778	67,630	10,776	5,424	10,248	74,883	2,39,739
Recognised Maktabs ...	3,694	100,947	94,881	20,310	71,132	11,240	359	1,33,249	46,743	2,83,033
Other schools also teaching primary standards.	157	3,533	3,332	37,837	240	161	...	2,313	215	40,766
Proportionate expenditure of the primary departments of all Secondary Schools for Indian pupils.	...	...	...	1,88,318	73,645	17,445	21,580	7,42,135	2,77,906	13,21,02
Grand total of direct expenditure for 1911-12.	...	...	...	3,96,437	7,20,422	91,191	44,613	18,25,502	6,05,238	36,83,403
Grand total of direct expenditure for 1910-11.	...	...	...	...	...	...	...	...	...	...
Indirect charges.										
Charges for abolished schools ...	...	...	...	3,358	14,122	926	109	...	101	18,606
,, for buildings ...	..	...	...	66,829	59,028	3,333	2,847	65	32,331	1,64,433
,, for scholarships ..	...	...	...	11,252	30,530	164	2,558	...	647	45,151
,, for conducting examinations	...	...	...	147	259	...	124	448	...	978
,, for Assistant Sub-Inspectors	...	...	...	41,972	1,488	...	243	...	...	43,703
,, for Inspecting Pandits and Maulvis.	...	...	...	9,706	78,189	2,996	3,912	379	180	95,362
,, for Sub-Inspectors and 80 per cent. of actual charges for Deputy Inspector and Additional Deputy Inspectors of Schools.	...	...	...	4,26,661	...	...	5,231	...	420	4,32,322
Miscellaneous charges...	...	...	..	41,451	55,303	5,301	899	15,686	16,164	1,34,804
Total Indirect Expenditure for 1911-12.	...	...	..	6,01,376	2,38,909	12,720	15,923	16,578	49,853	9,35,359
Total Indirect Expenditure for 1910-11.	...	...	...	5,22,114	1,91,286	9,338	15,861	11,577	28,916	7,79 092
Grand Total or 1911-12 ...	...	...	...	11,86,131	10,32,976	1,21,356	82,116	25,84,215	9,32,997	59,39,791

No. 11.

Statement showing the attendance and expenditure in Professional Colleges during 1911-12.

Professional Colleges.	Number of pupils on the rolls on the 31st March 1912.	Average monthly roll number.	Expenditure in 1911-12. From public funds. Provincial Revenues.	From public funds. District or Municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per annum of each student. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
(A) Law—										
Government. 1. University Law College.	639	635	23,500	...	38,447	...	61,947	37 0 1	60 8 9	97 8 10
Government. 2. Patna Law College	71	80	16,225	...	6,146	...	22,371	202 13 0	76 13 2	279 10 2
Government. 3. Ravenshaw "	14	14	...	...	1,093	...	1,093	...	78 1 1	78 1 1
Government. 4. Krishnagar "	3	4	...	...	275	...	275	...	68 12 0	68 12 0
Municipal. 1. Midnapore "	12	12	...	...	821	.	821	. .	68 6 8	68 6 8
Unaided. 1. Bhagalpur T. N. Jubilee.	20	20	...	...	1,170	...	1,170	.	58 8 0	58 8 0
Unaided. 2. Metropolitan College.	64	61	...	...	2,004	...	2,004	...	32 13 7	32 13 7
Unaided. 3. Ripon College	299	354	...	...	19,469	...	19,469	...	54 14 10	54 14 10
Unaided. 4. Berhampore College.	24	24	...	...	1,240	...	1,240	...	51 10 8	51 10 8
Total ...	1,146	1,204	39,725	...	70,665	...	1,10,390	37 15 7	58 11 1	96 10 8
(B) Medicine— Government—Medical College, Calcutta.	680	729	2,33,844	...	59,385	..	2,93,229	320 12 4	81 7 4	402 3 8
(C) Engineering— Government—Civil Engineering College, Sibpur.	319	285	2,04,932	...	15,994	12,378	2,33,304	719 0 11	99 8 9	818 9 8
(D) Teaching— Government. 1. David Hare Training College.	20	20	28,186	...	...	...	28,186	1,409 4 9	...	1,409 4 9
Government. 2. Patna Training College.	6	6	14,566	...	...	...	14,566	2,427 10 8	...	2,427 10 8
Aided—Bhawanipur L. M. S.	13	13	2,600	...	...	...	2,600	200 0 0	...	200 0 0
Total ...	39	39	45,352	...	...	...	45,352	1,160 4 11	...	1,160 4 1
Total Professional Colleges ...	2,184	2,257	5,23,853	...	1,46,044	12,378	6,82,275	232 3 7	71 14 5	304 2 0

No. 12.

Statement showing the attendance and expenditure in Training Schools for 1910-11 and 1911-12.

Class of School.	Number of Schools.		Number of Pupils.		Expenditure in 1911-12.						Total.
					Public funds.				Private funds.		
	1910-11.	1911-12.	1910-11.	1911-12.	Provincial Revenues.	District Funds.	Municipal Funds.	Native States. revenues.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
TRAINING SCHOOLS FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
FIRST GRADE.											
Government—											
1. Calcutta ...	1	1	74	85	19,018	...	...	...	...	...	19,018
2. Hooghly ...	1	1	72	74	12,649	...	...	...	10	...	12,659
3. Patna ...	1	1	94	109	11,975	...	...	...	4	...	11,979
4. Ranchi ...	1	1	39	56	8,484	...	...	...	20	...	8,504
5. Cuttack ...	1	1	36	46	10,569	..	...	...	12	31	10,612
6. Motihari ...	1	1	23	66	1,356	607	...	...	1	..	1,964
Aided—											
1. Krishnagar Church Missionary Society.	1	1	23	30	2,400	...	...	...	...	4,822	7,222
Total ...	7	7	361	466	66,451	607	...	...	47	4,853	71,958
SECOND GRADE.											
Government—											
Daltonganj ...	1	1	18	14	1,129	163	...	...	3	...	1,295
Total ...	1	1	18	14	1,129	163	...	...	3	...	1,295
Guru Training Schools.											
Government ...	198	201	2,902	2,998	2,74,448	232	...	...	13,485	299	2,88,464
Aided ...	3	3	57	48	6,054	...	...	...	...	8,739	14,793
Total ...	201	204	2,959	3,046	2,80,502	232	...	...	13,485	9,038	3,03,257
Grand Total ...	209	212	3,338	3,526	3,48,082	1,002	...	...	13,535	13,891	3,76,510
TRAINING SCHOOLS FOR MISTRESSES.											
Government—											
Calcutta ...	1	2	7	29	12,365	...	...	...	...	6,106	18,471
Aided	16	12	162	142	16,580	...	390	...	2,962	19,851	37,353
Total ...	17	14	169	171	28,945	...	390	...	2,962	25,957	39,783
GRAND TOTAL OF TRAINING SCHOOLS FOR MASTERS AND MISTRESSES.	226	226	3,507	3,697	3,57,027	1,002	390	...	1,64,797	39,848	4,34,764
TOTAL EXPENDITURE FOR 1910-11.	...	...	...	...	3,58,494	2,014	...	...	16,442	33,815	4,10,365

No. 13.

Statement showing the results of the Training Schools for 1911-12.

Name of School.	Second Grade Certificate.					First Grade Certificate.					Total.		
	Candidates examined.	Number passed.				Candidates examined.	Number passed.				Candidates examined.	Candidates passed.	Percentage of success in 1911-12.
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
First grade.													
Government—													
1. Calcutta ...	30	5	18	4	27	44	...	26	3	29	74	56	75·6
2. Hooghly ...	38	...	...	30	30	24	4	16	1	21	62	51	82·3
3. Patna ...	48	8	39	1	48	...	...	...	...	...	48	48	100·0
4. Ranchi ...	13	1	11	...	12	21	...	13	...	13	34	25	73·6
5. Cuttack ...	...	...	...	...	..	8	1	6	...	7	8	7	87·4
6. Motihari ...	...	...	...	...	...	.	...	...	...	...		...	...
Aided—Krishnagar Church Missionary Society's.	14	8	...	...	8	6	...	...	1	1	20	9	45·0
Total ...	143	22	68	35	125	103	5	61	5	71	246	196	79·3
Second grade.													
Government—													
1. Daltongainj ...	6	..	...	3	3	...	...	...	...	...	6	3	50·0
Total ...	6	..	...	3	3	...	..	...	..	...	6	3	50·0
Guru Training Schools ...	...	...		...	...	...	...	...	...	...	1,232	953	77·

No. 14.

Statement showing the results of the English Teachership Examination.

Name of School.	First Grade.		Second Grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
Private, 1912 ..	...	...	...	...	Nil	Nil
Ditto, 1911 ...	...	...	...	...	Nil	Nil

No. 15.

Statement showing the attendance and expenditure of the Schools teaching Engineering and Surveying for 1911-12.

Name of Institution.	Number of Institution.	Number of pupils on the rolls on the 31st March 1912.	Average monthly roll number.	Expenditure.					Total.	Average annual cost of educating each pupil.	
				From public funds.			From Private funds.				
				Provincial Revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.		Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government and Aided Survey and Engineering Schools.											
1. Cuttack Survey School	1	84	86	4,398	...	...	1,091	...	5,489	51 2 3	63 13 2
2. Bihar School of Engineering ...	1	159	165	34,629	...	...	4,563	...	39,192	209 13 9	237 8 5
3. Angul Survey School (aided) ...	1	21	19	420	...	...	...	...	420	22 1 8	22 1 8
Total for the year ...	3	264	270	39,447	...	...	5,654	...	45,101	146 1 7	167 0 8
Total for 1910-11 .	3	259	279	32,347	...	...	5,379	1,914	39,640	115 9 10	142 1 3

No. 16.

Statement showing the attendance and expenditure of the Institutions for Indian pupils teaching Art, Industry and Commerce for 1911-12.

Name of School.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1912.	Average monthly number on the rolls.	Expenditure. From Public Funds. Provincial Revenues.	Expenditure. From Public Funds. District Funds.	Expenditure. From Public Funds. Municipal Funds.	Expenditure. From Private Funds. Fees and fines.	Expenditure. From Private Funds. Other sources.	Total.	Average cost per pupil. Cost of public funds.	Average cost per pupil. Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
1. Art.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Schools of Art	1	280	282	40,225	...	...	4,037	...	44,312	147 10 7	157 2 2
Aided Schools of Art in Calcutta.	2	301	352	...	...	340	23,294	15,550	39,184	0 12 9	111 5 1
Unaided Schools of Art in Calcutta.	1	25	21	...	...	...	180	1,716	1,896	...	90 4 6
Unaided Schools of Art in Orissa Division.	1	42	37	...	...	...	84	12	96	...	2 9 6
Total ...	5	648	692	40,225	...	340	27,645	17,278	85,488	58 9 11	123 8 7
1910-11 ...	4	662	636	30,907	...	125	26,668	41,869	,569	48 12 8	156 8 10
2. Industry.											
(a) Government Schools.											
Bankura Weaving Institute	1	17	22	1,535	...	...	...	...	1,535	69 12 4	69 12 4
Serampore Weaving Institute	1	64	74	19,640	...	...	...	...	19,640	265 0 0	265 0 0
Ranchi Industrial School ...	1	76	75	10,645		...	879	1,924	13,448	141 14 11	179 4 10
In Orissa Division ...	2	37	26	3,725	...	...	...	...	3,725	143 4 3	143 4 3
Bhagalpur Technical School...	1	26	25	1,638	...	...	866	54	2,658	65 8 3	102 5 1
Bihar Weaving Institute ...	1	6	15	1,513	488	..	...	350	2,351	100 13 10	156 11 8
Total ...	7	226	237	38,696	488	...	1,745	2,328	43,257	164 7 9	182 8 3
1910-11 ...	5	211	203	39,414	448	...	1,984	3,228	45,074	158 12 11	184 7 8
(b) District Board Schools.											
In Burdwan Division ...	2	71	74	800	4,366	252	1,746	1,291	8,455	108 13 7	114 4 1
Khulna Technical School ...	1	40	38	960	1,723	48	202	903	3,836	68 4 4	95 14 4
In Tirhut Division ...	4	48	37	...	1,485	...	...	29	1,514	40 1 6	40 14 8
In Chota Nagpur Division ...	1	7	7	...	471	...	...	...	471	64 4 7	64 4 7
Total ...	8	166	156	1,760	8,045	300	1,948	2,223	14,276	64 12 9	91 6 1
1910-11 ...	7	160	171	1,260	8,889	432	2,213	1,892	14,686	61 14 0	85 14 1
(c) Aided Schools.											
Burdwan Division ...	1	13	12	220	...	...	..	...	220	13 12 0	13 12 0
Presidency „ ...	3	90	85	1,320	...	...	...	16,584	17,904	13 7 6	182 11 1
Calcutta ...	6	427	458	7,906	...	2,772	2,300	26,390	39,368	21 2 8	85 12 7
Bhagalpur Division ...	11	218	239	2,960	...	...	...	3,893	6,853	12 6 2	28 10 8
Orissa „ ...	3	134	126	1,030	1,200	...	...	2,144	4,374	17 11 2	34 12 8
Chota Nagpur „ ...	21	519	514	3,578	1,193	24	...	11,551	16,346	9 5 3	31 12 9
Total ...	45	1,401	1,434	17,014	2,393	2,796	2,300	60,562	85,065	15 7 7	59 5 1
1910-11 ..	37	1,120	979	16,419	2,703	2,497	2,143	57,202	80,967	22 1 3	82 11 3
(e) Unaided Schools.											
Burdwan Division ...	2	40	39	...	...	...	541	1,785	2,326	...	59 10 3
Presidency „ ...	2	52	55	...	...	...	...	10,188	10,188	...	185 3 9
Calcutta ...	1	90	95	...	...	...	...	1,332	1,332	...	14 0 4
Bhagalpur Division ...	2	20	22	...	...	...	...	132	132	...	6 0 0
Chota Nagpur „ ...	2	45	33	...	...	...	...	2,653	2,653	...	165 13 0
Total	9	247	244	...	...	...	541	16,090	16,631	...	68 2 6
1910-11 ...	18	401	370	...		...	490	13,562	14,052	...	37 15 7
Grand Total of Industrial Schools for 1911-12.	69	2,040	2,071	57,470	10,926	3,096	6,534	81,203	1,59,229	34 8 4	76 14 2
Grand Total of Industrial Schools for 1910-11.	67	1,892	1,723	57,093	12,040	2,929	6,833	75,884	1,54,779	41 8 3	94 13 1
3. Commerce.											
Government Commercial Institute in Calcutta.	1	88	97	16,177	...	...	4,052	...	20,229	166 12 4	208 8 8
Aided Schools.											
Commercial Schools in Bhagalpur Division.	1	12	11	600	...	...	576	781	1,957	54 8 8	177 14 6
Unaided Schools.											
Commercial Schools in Calcutta.	6	347	308	...	...	...	12,807	732	13,539	...	43 15 3
Commercial Schools in Patna Division.	1	20	12	...	...	...	725	...	725	...	60 6 8
Grand Total of Commercial Schools for 1911-12.	9	467	428	16,777	...	...	18,160	1,513	36,450	39 3 2	85 2 7
Grand Total of Commercial Schools for 1910-11.	8	539	491	18,654	...	...	16,553	309	35,516	63 10 1	121 3 5

No. 17.

Statement showing the number of Girls attending different classes of schools for Indian pupils for the last five years.

Class of Schools.	1907-08.			1908-09.			1909-10.			1910-11.			1911-12.		
	Hindus.	Muhammadans	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
High English	480	4	286	620	6	375	643	5	447	609	5	590	837	6	678
Middle English	662	6	821	355	4	795	416	4	724	420	9	925	480	26	826
Do. Vernacular	983	15	556	1,252	7	557	1,310	14	664	1,514	34	773	1,954	35	873
Primary	111,756	9,080	6,119	122,355	9,491	7,399	126,897	10,276	7,337	129,038	9,821	6,695	140,300	10,200	7,765
Training	19	1	347	29	1	300	17	...	175	11	2	156	22	10	137
Other special	579	6,045	311	445	11,118	543	605	13,476	340	576	17,193	637	604	20,315	651
Total	114,479	15,151	8,440	125,056	20,627	9,969	129,888	23,775	9,687	132,168	27,064	9,776	144,196	30,592	10,930
Private schools	1,627	1,524	281	1,854	1,621	331	2,368	1,273	423	2,906	947	343	2,819	1,106	218
Grand Total	116,106	16,675	8,721	126,910	22,248	10,300	132,258	25,048	10,110	135,074	28,011	10,119	147,015	31,698	11,148

No. 18.

Qualification statement of Teachers in European Schools, Government, Aided and Unaided, for Girls during the year 1911-12.

Class of Schools.	Number of schools.	Number of teachers employed.	Teachers passing examinations or belonging to religious orders.													
			M. A.	B. A.	F. A. or I. A.	Entrance.	Matriculation.	High School.	Middle School.	Members of religious bodies.	Senior Cambridge.	Junior Cambridge	Other examinations.	No examinations.	Sanawar Training College examination.	High School and Dow Hill or Simla or Nainital or Bombay Training College examination.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
High Schools.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	6	92	...	11	2	2	...	4	1	30	3	...	20	7	...	12
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	92	...	11	2	2	...	4	1	30	3	...	20	7	...	12
Middle Schools.																
Government ...	1	13	1	...	1	1	...	2	...	...	...	...	6	...	...	2
Aided ...	18	177	3	4	10	3	1	13	15	62	2	2	21	30	...	11
Unaided ...	1	11	...	...	...	...	...	1	...	9	...	...	...	1	...	...
Total ...	20	201	4	4	11	4	1	16	15	71	2	2	27	31	...	13
Upper Primary.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	9	25	...	...	1	...	...	3	3	1	...	...	8	6	...	1
Unaided ...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...
Total ...	9	25	...	...	1	...	2	3	3	1	...	...	8	6	...	1
Lower Primary.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	3	4	...	...	...	...	...	...	...	2	...	...	1	1	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3	4	...	...	...	...	...	...	...	2	...	...	1	1	...	...
Grand Total ...	38	322	4	15	14	6	3	23	19	104	5	2	56	45	...	26

No. 18—*concld.*

A—Boys.

Qualification statement of Teachers in European Schools, Government, Aided and Unaided, for BOYS during the year 1911-12.

Class of Schools.	Number of schools.	Number of teachers engaged.	Teachers passing examinations or belonging to religious orders.													High school and Dow Hill or Simla or Nainital or Bombay Training College Examination.
			M. A.	B. A.	F. A. or I. A.	Entrance.	Matriculation.	High schools.	Middle schools.	Members of religious bodies.	Senior Cambridge.	Junior Cambridge.	Other examinations.	No examinations.	Sanawar Training College Examinations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
High Schools.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Aided ...	3	39	4	5	...	2	2	1	...	12	1	...	3	7	1	1
Unaided ...	2	31	1	1	1	...	1	2	...	21	...	...	...	4	...	.....
Total ...	5	70	5	6	1	2	3	3	...	33	1	...	3	11	1	1
Middle Schools.																
Government ...	1	10	1	1	1	1	...	1	...	...	...	...	3	2	...	.....
Aided ...	18	155	...	8	9	11	3	16	14	28	6	1	27	25	...	
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Total ...	19	165	1	9	10	12	3	17	14	28	6	1	30	27	...	7
Upper Primary.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Aided ...	4	15	...	...	...	...	...	1	2	...	...	2	3	7	...	.....
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Total ...	4	15	...	...	...	...	...	1	2	...	...	2	3	7	...	.....
Lower Primary.																
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Aided ...	4	6	...	...	...	1	...	...	...	2	...	...	1	2	...	.....
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Total ...	4	6	...	...	...	1	...	...	...	2	...	...	1	2	...	.....
Grand Total ..	32	256	6	15	11	14	7	21	16	63	7	3	37	47	1	8

No. 19.

European Schools classified according to control.

Management.	31st March 1911.			31st March 1912.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	3	326	3·63	5	333	3·62
Church of England ...	10	1,426	15·39	10	1,412	15·33
Do. of Scotland	1	279	3·12	1	307	3·34
Roman Catholic	29	4,657	51·89	31	4,852	52·69
Non-conformist	5	543	6·05	5	518	5·63
Undenominational	27	1,483	16·53	27	1,540	16·74
Jewish	1	161	1·79	1	147	1·59
Armenian	1	99	1·10	1	98	1·06
Total ...	77	8,974	100·00	81	9,207	100·00

No. 20.

—	CAMBRIDGE UNIVERSITY SENIOR LOCAL EXAMINATION. 1911.										CAMBRIDGE SENIOR LOCAL EXAMINATION. 1910.*									
	Number of competing schools.	Number of candidates.	Number of absentees.	Successful candidates. First class Honours.	Second class Honours.	Third class Honours.	Those who satisfied the examiners.	Total.	Percentage of passes.	Scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Successful candidates. First class Honours.	Second class Honours.	Third class Honours.	Those who satisfied the Examiners.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Candidates under 19 years of age. Boys	4	24	...	...	1	2	4	7	29·1	6	3	11	...	...	1	...	4	5	45·4	4
Candidates under 19 years of age. Girls	4	14	...	...	...	...	1	1	7·1	...	5	10	1	...	...	2	4	6	60·0	3
Total ...	8	38	...	...	1	2	5	8	21·0	6	8	21	1	...	1	2	8	11	52·3	7

* Previous to 1911 the age limit of candidates was 17.

No. 21.

—	CAMBRIDGE UNIVERSITY JUNIOR LOCAL EXAMINATION. 1911.										MIDDLE SCHOOLS AND SCHOLARSHIP EXAMINATION. 1910.*									
	Number of competing schools.	Number of candidates.	Absentees.	Successful candidates. First class Honours.	Second class Honours.	Third class Honours.	Those who satisfied the examiners.	Total.	Percentage of passes.	Scholarships awarded.	Number of competing schools.	Number of candidates.	Absentees.	Successful candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Candidates under 17 years of age. Boys	7	37	...	...	1	..	12	13	35·1	4	7	33	1	...	...	...	...	...	9	
Candidates under 17 years of age. Girls	6	19	...	...	...	...	5	5	26·3	...	9	22	1	...	...	...	...	...	3	
Total ...	13	56	...	...	1	...	17	18	32·1	4	16	55	2	..	...	...	...	...	12	
Candidates 17 years of age and upwards. Boys	No record has been kept.										10	64	2	...	7	19	26	40·6	...	
Candidates 17 years of age and upwards. Girls											14	33	...	...	8	5	13	39·3	...	
Total ...											24	97	2	...	15	24	39	40·2	...	
Both classes ...											40	152	4	...	15	24	39	...	...	

* Previous to 1911 the age limit of candidates was 15.

No. 22.

Elementary School Certificate Examination.

—	1911.									1910.			
	Number of competing schools.	Number of candidates.	Number of absentees.	Successful candidates. First Class Honours.	Second Class Honours.	Satisfied the Examiners	Total.	Percentage of passes.	Scholarships awarded.	Number of competing schools.	Number of candidates.	Number of absentees.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Candidates under 15 years of age. Boys ...	9	30	...	...	4	14	18	60·0	4	No elementary school certificate examination in 1910.			
Candidates under 15 years of age. Girls ...	7	15	...	...	8	3	11	73·3	8				
Total ...	16	45	...	...	12	17	29	64·4	12				
Candidates over 15 years of age. Boys ...	9	65*	...	...	10	17	27	41·5	...				
Candidates over 15 years of age. Girls ...	9	44*	...	...	6	24	30	68·1	...				
Total ...	18	109	...	..	16	41	57	52·3	...				
Both classes ...	34	154	...	...	28	58	86	55·8	12				

* Some were under 15 years of age.

No. 23.

Statement showing progress of the several schemes for Zenana Education.

Divisions.	ZENANA EDUCATION BY CENTRAL GATHERINGS.								HOUSE-TO-HOUSE VISITATION.								ATUS SYSTEM.			
	Public management.				Private management.				Public management.				Private management.						Expenditure.	
			Expenditure.				Expenditure.				Expenditure.				Expenditure.					
	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.	Teachers.	Pupils.	Public funds.	Private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1911-12.			Rs.	Rs.			Rs.	Rs.			Rs.	Rs			Rs.	Rs.			Rs.	Rs.
Burdwan Division	...	...	...	...	2	64	360	24	...	...	...	...	15	260	2,203	3,706	...	...	...	...
Presidency ,, ...	...	...	...	...	..	...	...	...	...	...	...	...	9	254	3,310	...	1	23	186	...
Calcutta	...	...	...	...	...	...	...	...	4	97	1,157	...	...	...	...	...	...	...	...	...
Patna Division	...	...	...	...	1	32	360	...	...	...	...	...	7	173	2,335	240	12	154	1,057	...
Tirhut ,, ...	...	...	...	...	1	19	360	...	...	..	...	...	9	225	3,142	...	1	19	27	...
Bhagalpur ,, ...	...	...	...	...	1	25	305	20	...	...	...	...	2	50	589	...	...	...	...	...
Orissa ,, ..	...	...	...	..	...	...	...	...	1	4	403	...	21	258	590	1,350	...	...	...	...
Orissa Tributary Mahals.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chota Nagpur Division	...	...	...	...	3	71	614	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	8	211	1,999	44	5	101	1,660	...	63	1,220	12,169	5,296	14	196	1,270	...
1910-11.																				
Burdwan Division	1	20	180	...	...	...	...	...	12	197	974	1,600	3	45	...	840	...	...	...	...
Presidency ,, ...	1	37	219	96	...	...	...	...	9	311	3,242	...	...	...	...	...	...	...	...	...
Calcutta	...	...	...	...	...	...	...	...	4	84	1,326	...	...	...	...	...	...	...	...	...
Patna Division	1	22	360	...	...	...	...	...	6	148	1,834	240	...	...	...	...	12	210	1,274	...
Tirhut ,, ...	1	22	360	...	...	...	...	...	10	253	3,384	...	...	...	...	...	...	...	...	...
Bhagalpur ,, ...	1	23	162	...	...	...	...	...	3	59	946	...	...	...	...	...	...	...	...	...
Orissa ,, ...	2	55	...	...	...	...	...	...	...	...	...	...	20	257	...	...	.	...	...	...
Orissa Tributary Mahals.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chota Nagpu Division	1	25	420	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	204	1,731	96	...	...	...	...	44	1,052	11,706	1,840	23	302	...	840	12	210	1,274	...

No. 24.

Muhammadans.

Class of Institution.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.
1	2	3	4	5	6	7
Public Institutions.						
Arts Colleges	8,318	9,716	620	702	7·4	7·2
Professional Colleges ...	2,217	2,184	102	90	4·5	4·1
High Schools ...	97,145	1,05,519	10,478	11,946	10·7	11·3
Middle English Schools ...	66,969	73,476	7,309	8,418	10·9	11·4
Do. Vernacular Schools ...	26,475	26,936	3,036	3,220	11·4	11·9
Upper Primary Schools	1,77,183	1,88,980	21,912	24,729	12·3	13·08
Lower ditto ...	9,66,993	10,17,405	1,17,504	1,19,199	12·1	11·7
Training Schools ...	3,527	3,717	501	630	14·2	16·7
Technical and other Schools ...	1,12,351	1,23,307	88,486	97,551	78·7	79·1
Madrasahs	2,650	3,677	2,612	3,619	98·5	98·1
Total ...	14,63,828	15,54,917	2,52,560	2,70,104	17·2	17·3
Private Institutions.						
Advanced	10,530	10,220	5,036	5,476	47·8	53·5
Elementary Teaching Vernaculars.	27,029	26,163	1,687	1,555	6·2	5·9
Teaching the Koran only ...	4,292	4,952	4,292	4,876	100·0	98·7
Other Schools not conforming to departmental standards.	12,560	13,108	1,885	1,933	15·0	14·7
Total ...	54,411	54,443	12,900	13,840	23·7	25·4
Grand Total ...	15,18,239	16,09,360	2,65,460	2,83,944	17·4	17·6

No. 25.

Statement showing the success attained by Muhammadan candidates in the different University and Departmental examinations in 1911-12.

Examination.	Number of successful candidates.				Percentage of Muhammadans.			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.
1	2	3	4	5	6	7	8	9
M. Sc. ...	...	...	9	35	...	...	6·8	Information not available.
M. A. ...	3	10	74	153	4·1	6·5		
B. L. ...	2	4	162	246	1·2	1·6		
B. Sc. ...	2	4	121	134	1·6	2·9		
B. A. ...	26	36	457	599	5·7	6·0		
B. E. ...	...	...	13	16	...	...		
M. B. ...	...	...	7	3	...	...		
L. M. S. ...	...	1	53	52		1·9		
L. C. E. ...	1	...	11	31	9·1	...		
I. A. ...	87	93	1,118	1,343	7·8	6·9		
I. Sc. ...	10	13	366	449	2·8	2·9		
Matriculation	233	261	2,631	3,371	8·8	4·9	11·2	
M. E and M. V.	1,089	1,171	10,608	11,147	10·2	10·5	11·9	
U. P. ...	2,148	2,663	20,645	21,961	10·4	12·1	13·4	
L. P. ...	7,928	8,358	54,918	56,892	14·4	17·3	13·6	
Total ...	11,529	12,614	91,193	96,432	12·6	14·1	17·7	...

No. 26.

Statement showing the progress of Maktab education in Bengal.

Particulars.	Recognized.				Unrecognized.		
	Government.	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
1910-11.							
Institutions	24	2,810	599	3,433	166	639	805
Pupils ... Boys ...	177	63,386	10,709	74,272	2,314	6,909	9,223
Pupils ... Girls ...	451	14,730	2,261	17,442	283	690	973
Provincial Revenues ...	8,342	40,842	...	49,184	1,077	...	1,077
District Board Fund ...	...	27,921	...	27,921	...	...	...
Municipal Fund	...	10,681	...	10,681	194	...	194
Fees	167	1,02,089	16,428	118,684	4,518	8,250	12,768
Other sources	240	44,321	7,886	52,447	1,371	6,557	7,928
Total ...	8,749	2,25,854	24,314	2,58,917	7,160	14,807	21,967
1911-12.							
Institutions	9	3,037	649	3,695	124	717	841
Pupils ... Boys ...	335	68,422	11,960	80,717	2,073	8,620	10,693
Pupils ... Girls ...	65	17,223	3,003	20,291	473	611	1,084
Provincial Revenues ...	5,538	21,545	...	27,083	543	...	543
District Board Fund ...	...	68,536	...	68,536	272	...	272
Municipal Fund	...	11,140	...	11,140	341	...	341
Fees	201	1,12,035	20,943	1,33,182	2,177	12,229	14,406
Other sources	73	39,603	7,566	47,242	1,974	6,758	8,732
Total ...	5,812	2,52,862	28,509	2,87,183	5,307	18,987	24,294

EDUCATION—SUBSIDIARY TABLE VIII.

Summary of the Divisional Subsidiary Tables VIII of 1911-12.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1911.	Number of pupils on the rolls on the 31st March 1912.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a) Boys.	3(b) Girls.	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... ... Government	44	13,584	170	2,38,768	250	928	2,69,249	20,588	5,29,783	39·2	2,792	
Aided ...	204	42,137	1,240	1,52,649	1,925	12,135	6,46,495	1,83,436	9,96,640	23·6	4,912	
Unaided ...	158	45,900	111	...	...	...	7,63,590	1,90,401	9,53,991	20·8	3,211	
Total ...	406	101,621	1,521	3,91,417	2,175	13,063	16,79,334	3,94,425	24,80,414	24·5	10,915	
Middle English ... Government	75	7,956	7	12,580	16,713	1,433	28,503	24,146	83,375	10·4	914	
Aided ...	548	45,394	1,226	39,[illegible]06	89,040	8,771	2,74,095	1,50,005	5,61,017	12·3	5,444	
Unaided ...	165	13,335	99	...	...	...	52,012	60,622	1,12,634	8·4	2,032	
Total ...	788	66,685	1,332	51,686	1,05,753	10,204	3,54,610	2,34,773	7,57,026	11·2	8,390	
Middle Vernacular Government	108	7,322	7	7,171	30,690	857	18,202	31,86	60,106	10·9	850	
Aided ...	222	12,656	2,790	29,990	19,268	5,000	44,746	54,555	1,53,559	10·4	1,725	
Unaided ...	55	4,096	65	...	...	...	12,760	14,566	27,326	6·6	645	
Total ...	385	24,074	2,862	37,161	49,958	5,857	75,708	72,307	2,40,991	8·9	2,220	
Upper Primary ... Government	302	13,746	2,528	1,02,230	9,860	1,925	6,262	5,432	1,25,709	7·9	1,641	
Aided ...	3,165	148,210	16,469	67,393	1,58,366	23,778	2,79,282	1,43,849	6,72,664	4·09	22,227	
Unaided ...	145	6,826	611	...	...	...	9,346	14,377	23,723	3·2	861	
Total ...	3,612	168,782	19,608	1,69,623	1,68,226	25,703	2,94,890	1,63,658	8,22,100	4·3	24,729	
Lower Primary ... Government	237	8,705	3,547	18,378	10,482	1,402	1,417	6,908	38,587	3·4	474	
Aided ...	26,836	694,868	114,080	1,50,289	4,70,342	52,685	10,83,585	3,51,697	21,08,598	2·9	97,957	
Unaided ...	8,761	174,971	21,020	...	...	...	3,10,048	80,271	3,90,319	2·01	20,768	
Total ...	35,834	878,544	138,647	1,68,667	4,80,824	54,087	13,95,050	4,38,876	25,37,504	2·5	1,19,199	
Special ... ... Training ...	226	3,526	171	3,77,027	1,002	390	16,497	39,848	4,34,764	122·1	634	
Industrial ...	69	1,359	681	57,470	10,926	3,096	6,534	81,203	1,59,229	117·08	380	
Other ...	4,510	103,595	20,900	4,20,652	77,102	21,902	3,01,122	3,48,030	11,68,808	9·6	1,00,788	
Total ...	4,805	108,480	21,752	8,55,149	89,030	25,388	3,24,153	4,69,081	17,62,801	13·5	1,01,802	
Total for Public Institutions ...	45,830	1,348,186	185,722	16,73,703	8,95,966	1,34,302	41,23,745	17,73,120	86,00,836	5·6	2,67,255	
Private Institutions	3,828	50,202	4,143	...	...	...	...	...	...	...	13,851	
Inspection	...	...	...	7,69,580	79,677	2,996	...	10,375	8,62,628	...	...	
Miscellaneous charges (including cost of buildings, scholarships, &c.).	...	...	...	3,43,084	1,84,836	17,966	4,08,271	5,51,899	15,06,056	...	...	
GRAND TOTAL FOR 1911-12 ...	49,683	13,98,388	189,865	27,86,367	11,60,479	1,55,264	4,532,016	23,35,394	1,09,69,520	...	2,81,106	
GRAND TOTAL FOR 1910-11 ...	48,576	13,25,526	173,204	25,57,907	11,61,579	1,44,343	41,24,793	21,79,662	1 01,68,384	...	2,64,675	

Statement showing the state of Education and the Expenditure incurred on it during the year 1911-12.

BURDWAN DIVISION.

Male population 4,261,925
Female " 4,205,389

Total ... 8,467,314

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 639,289.

				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... ... Government	7	2,168	...	27,185	250	517	49,143	3,142	80,237	40·9	454	
Aided ...	75	15,335	26	31,121	425	5,213	2,21,394	33,865	2,92,018	20·9	813	
Unaided ...	45	10,104	...	...	...	...	116,070	65,215	1,81,285	19·4	297	
Total ...	127	27,607	26	58,306	675	5,730	3,86,607	1,02,222	5,53,540	21·9	1,564	
Middle English ... Government	22	2,221	3	...	5,089	262	12,813	589	18,753	8·6	166	
Aided ...	232	18,087	186	5,123	40,357	2,292	1,13,385	47,537	2,08,694	11·5	1,208	
Unaided ...	73	5,522	52	...	...	...	24,780	23,929	48,709	8·8	531	
Total ...	327	25,830	241	5,123	45,446	2,554	1,50,978	72,055	2,76,156	10 7	1,905	
Middle Vernacular Government	9	588	1	...	1,749	...	2,458	57	4,264	7·3	8	
Aided ...	74	4,515	272	6,426	7,329	342	17,690	17,745	49,532	10·5	286	
Unaided ...	25	2,017	15	...	...	...	7,490	4,620	12,110	6·0	283	
Total ...	108	7,120	288	6,426	9,078	342	27,638	22,422	65,906	9 0	577	
Upper Primary ... Government	42	1,334	438	17,525	...	1,206	1,254	618	20,603	11·5	148	
Aided ...	1,102	49,764	5,510	7,730	37,553	4,750	99,479	25,243	1,74,755	3·3	3,936	
Unaided ...	26	1,173	208	...	...	...	2,423	945	3,368	2·6	313	
Total ...	1,170	52,275	6,156	25,255	37,553	5,956	1,03,156	26,806	1,98,726	3·5	4,397	
Lower Primary ... Government	7	17	312	2,556	...	6	174	72	2,808	8·8	9	
Aided ...	7,193	184,249	30,539	19,066	81,449	9,823	3,34,737	65,352	5,10,427	2·5	18,664	
Unaided ...	1,642	36,009	4,847	...	...	...	63,592	12,364	75,966	2·0	4,163	
Total ...	8,842	220,266	35,698	21,622	81,449	9,829	3,98,503	77,788	5,89,191	2·5	22,836	
Special ... ... Training ...	37	591	6	58,304	...	...	2,570	1,651	62,525	107·0	105	
Industrial ...	6	141	...	2,555	4,366	252	2,287	3,076	12,536	85·8	2	
Others ...	1,000	20,814	3,861	21,012	10,172	3,964	39,396	39,486	1,14,030	4·9	20,615	
Total ...	1,043	21,546	3,867	81,871	14,538	4,216	44,253	44,213	1,89,091	7·9	20,722	
Total for Public Institutions...	11,617	354,644	46,276	1,98,603	1,88,739	28,627	11,11,135	3,45,506	18,72,610	4·9	52,001	
Private Institutions	235	3,963	141	...	...	...	...	...	...	...	914	
Inspection	...	...	...	1,81,627	12,475	795	...	...	1,94,897	...	...	
Miscellaneous charges (including cost of buildings, scholarships, &c.).	...	...	...	45,169	33,366	6,406	1,03,678	75,679	2,64,298	...	...	
GRAND TOTAL FOR 1911-12 ...	11,852	358,607	46,417	4,25,399	2,34,580	35,828	12,14,813	4,21,185	23,31,805	...	52,915	56·0
GRAND TOTAL FOR 1910-11 ...	11,468	341,313	38,797	3,91,312	2,43,006	34,772	11,17,414	4,96,991	22,83,495	...	49,849	53·4

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

PRESIDENCY DIVISION.

Male population 4,407,243
Female „ 4,142,011

Total ... 8,549,254

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) i 661,086.

Class of Schools for both Boys and Girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1912.	Number of pupils on the rolls on the 31st March 1912.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
				Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a) Boys.	3(b) Girls.	4	5	6	7	8	9	10	11	12
				Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... ... Government	8	2,444	...	52,988	...	411	38,416	464	92,279	41·5	557	
High ... ... Aided ...	74	15,995	83	38,285	200	2,742	2,21,953	36,563	2,99,743	20·3	2,384	
High ... ... Unaided ...	44	9,239	1	...	...	...	1,15,339	29,616	1,44,955	17·03	1,310	
High ... ... Total ...	126	27,678	84	91,273	200	3,153	3,75,708	66,643	5,36,977	21·07	4,251	
Middle English ... Government	2	151	...	...	734	...	735	..	1,469	9·9	41	
Middle English ... Aided ...	170	14,057	124	8,393	28,396	1,182	85,188	32,015	1,55,174	11·1	3,085	
Middle English ... Unaided ...	51	4,387	25		...	...	18,606	17,118	35,724	8·4	1,210	
Middle English ... Total ...	223	18,595	149	8,393	29,130	1,182	1,04,529	49,133	1,92,367	10·5	4,336	
Middle Vernacular Government	4	245	...	...	1,249	...	1,395	149	2,793	12·1	62	
Middle Vernacular Aided ...	101	6,603	386	9,562	7,457	612	19,000	16,266	52,897	8·4	1,322	
Middle Vernacular Unaided ...	16	1,063	8	...	...	...	3,762	3,563	7,325	8·6	276	
Middle Vernacular Total ...	121	7,311	394	9,562	8,706	612	24,157	19,978	63,015	8·5	1,660	
Upper Primary ... Government	45	1,886	291	21,652	...	67	1,342	84	23,145	10·5	688	
Upper Primary ... Aided ...	682	34,196	2,735	9,619	25,866	3,373	66,786	22,677	1,28,321	3·6	12,467	
Upper Primary ... Unaided ...	17	735	38	...	...	...	1,535	902	2,437	3·3	260	
Upper Primary ... Total ...	744	36,817	3,064	31,271	25,866	3,440	69,663	23,663	1,53,903	4·02	13,415	
Lower Primary ... Government	27	...	1,044	5,861	..	60	3	13	5,937	5·9	379	
Lower Primary ... Aided ...	4,180	132,938	24,020	22,543	74,321	1,639	1,83,299	52,624	3,49,156	2·3	54,573	
Lower Primary ... Unaided ...	760	21,325	3,535	...	...	...	28,482	5,146	33,628	1·04	9,920	
Lower Primary ... Total ...	4,967	154,263	28,599	28,404	74,321	16,429	2,11,784	57,783	3,88,721	2·2	64,872	
Special ... ... Training ...	45	646	24	65,609	...	...	3,916	11,952	81,477	134·008	326	
Special ... ... Industrial ...	6	118	64	2,280	1,723	48	202	27,675	31,928	192·3	10	
Special ... ... Other ...	1,275	31,911	5,588	25,508	27,239	3,431	55,553	33,540	1,45,271	4·1	32,272	
Special ... ... Total ...	1,326	32,675	5,676	93,397	28,962	3,479	59,671	73,167	2,58,676	7·2	32,608	
Total for Public Institutions ...	7,507	277,339	37,966	2,62,300	1,67,185	28,295	8,45,512	2,90,367	15,93,659	6·03	121,142	
Private Institutions	43	1,200	85	...	...	...	...	...	...	...	866	
Inspection	...	...	...	1,26,193	10,982	...	...	...	1,37,175	..	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	57,752	26,238	3,028	59,754	1,59,042	3,05,814	...	..	
GRAND TOTAL FOR 1911-12 ...	7,550	278,539	38,051	4,46,245	2,04,405	31,323	9,05,266	4,49,409	20,36,648	...	122,008	42·1
GRAND TOTAL FOR 1910-11 ...	7,289	262,981	34,037	4,27,173	1,92,674	28,781	8,46,664	3,66,358	18,61,650	...	111,827	42·3

CALCUTTA.

Male population 607,674
Female „ 288,393

Total ... 896,067

Muhammadan population.
Male ... 173,785 } 2,41,597
Female ... 67,802 } 15% 36,232

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 91,151.

High ... ... Government	5	1,957	170	48,194	...	...	60,688	...	1,08,882	57	606
High ... ... Aided ...	11	1,505	903	36,055	..	1,421	59,270	42,511	1,39,257	63·8	204
High ... ... Unaided ...	40	17,207	52	...	...	...	4,10,185	51,341	4,61,526	23·4	915
High ... ... Total ...	56	20,669	1,125	84,249	...	1,421	5,30,143	93,852	7,09,665	35·1	1,725
Middle English ... Government	3	532	...	9,869	...	...	2,553	...	12,422	26·8	443
Middle English ... Aided ...	19	2,629	447	9,162	...	2,347	28,041	19,029	58,579	18·7	107
Middle English ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Total ...	22	3,161	447	19,031	...	2,347	30,594	19,029	71,001	19·7	550
Middle Vernacular Government	...	...	...	...	...	..	...	...	...	...	...
Middle Vernacular Aided ...	9	57	1,507	6,779	...	3,926	2,896	2,347	15,948	10·7	...
Middle Vernacular Unaided ...	1	72	...	...	...	...	...	600	600	8·3	...
Middle Vernacular Total ...	10	129	1,507	6,779	...	3,926	2,896	2,947	16,548	10·6	...
Upper Primary ... Aided ...	57	2,596	3,733	15,388	...	2,989	17,325	28,928	64,630	10·3	282
Upper Primary ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary ... Total ...	57	2,596	3,733	15,388	...	2,989	17,325	28,928	64,630	10·3	282
Lower Primary ... Government	1	...	37	1,706	...	...	...	30	1,736	42·3	...
Lower Primary ... Aided ...	212	8,574	2,282	12,120	...	9,326	31,372	18,267	71,085	6·4	2,759
Lower Primary ... Unaided ...	13	756	...	...	...	...	3,217	...	3,217	4·8	51
Lower Primary ... Total ...	226	9,330	2,319	13,826	...	9,326	34,589	18,297	76,038	15·4	2,810
Special ... ... Training ...	6	95	59	33,261	...	390	2,962	6,263	42,876	274·8	10
Special ... ... Industrial ...	7	416	101	7,906	...	2,772	2,300	27,722	40,700	91·2	305
Special ... ... Other ...	163	6,461	747	1,35,360	...	8,594	1,10,607	1,87,190	4,41,751	62·5	4,279
Special ... ... Total ...	176	6,972	907	1,76,527	...	11,756	1,15,869	2,21,175	5,25,327	26·4	4,594
Total for Public Institutions ...	547	42,857	10,038	3,15,800	...	31,765	7,31,416	3,84,228	14,63,209	28·5	9,961
Private Institutions	73	3,450	1,511	...	...	...	...	...	...	...	666
Inspection	...	...	...	19,799	...	...	...	...	19,799	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	33,178	48	2,923	73,821	46,895	1,56,865	29·1	...
GRAND TOTAL FOR 1911-1912	620	46,307	11,549	3,68,777	48	34,688	8,05,237	4,31,123	16,39,873	...	10,627	50·8
GRAND TOTAL FOR 1910-1911	617	42,799	11,362	3,12,782	...	28,099	7,07,784	3,38,080	13,86,745	...	9,264	50·7

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

PATNA DIVISION.

Male population 2,776,019
Female ,, ... 2,858,770

Total ... 5,634,789

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 416,403.

Class of Schools for both boys and girls and other heads of charge.		Number of schools for boys and girls on the 31st March 1912.	Number of pupils on the rolls on the 31st March 1912.		Expenditure from—						Cost per head of pupil.	Number o Muhammadan pupils in each class of schools.	Remarks.
					Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1		2	3(a) Boys.	3(b) Girls.	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High	Government	4	1,160	...	25,347	...	...	27,059	586	52,992	45·68	413	
	Aided ...	9	2,019	65	9,687	...	595	34,739	4,015	49,036	23·52	683	
	Unaided ...	11	3,551	...	...	...	...	47,516	10,864	58,380	16·44	728	
	Total ...	24	6,730	65	35,034	...	595	1,09,314	15,465	1,60,408	23·6	1,823	
Middle English ...	Government	2	265	..	...	629	...	683	265	1,577	5·95	29	
	Aided ...	16	1,233	44	1,288	3,239	835	5,773	5,401	16,536	12·95	165	
	Unaided ...	9	689	...	...	...	...	2,390	2,499	4,589	7·1	124	
	Total ...	27	2,187	44	1,288	3,868	835	8,846	8,165	23,002	10·31	318	
Middle Vernacular	Government	21	1,481	...	1,583	6,882	...	2,828	277	11,580	87·82	266	
	Aided ...	1	...	57	658	216	120	...	1,828	2,822	49·5	...	
	Unaided ...	1	114	...	...	...	...	236	172	408	3·58	2	
	Total ...	23	1,595	57	2,241	7,098	120	3,074	2,277	14,810	8·97	268	
Upper Primary ...	Government	30	1,247	165	12,799	71	...	559	39	13,468	9·54	244	
	Aided ...	170	8,981	125	1,859	14,272	3,735	9,898	4,556	34,320	3·77	865	
	Unaided ...	2	85	...	...	...	...	60	...	60	·7	14	
	Total ...	202	10,313	290	14,658	14,343	3,735	10,517	4,595	47,848	4·51	1,123	
Lower Primary ...	Aided ...	2,613	71,975	7,137	4,361	73,102	4,536	70,972	39,540	1,92,511	2·43	4,321	
	Unaided ...	511	12,036	1,238	...	...	...	8,469	6,273	14,742	1·11	570	
	Total ...	3,124	84,011	8,375	4,361	73,102	4,536	79,441	45,813	2,07,253	2·24	4,891	
Special	Training ...	25	450	...	42,603	...	...	1,445	118	44,166	98·15	33	
	Industrial ...	1	6	...	1,513	488	...	...	350	2,351	391·83	4	
	Other ...	441	9,333	1,576	68,243	9,894	1,617	20,013	19,267	1,19,034	10·9	7,864	
	Total ...	467	9,789	1,576	1,12,359	10,382	1,617	21,458	19,735	1,65,551	14·57	7,901	
Total for Public Institutions ...		3,867	1,14,625	10,407	1,69,941	1,08,793	11,438	2,32,650	96,050	6,18,872	4·95	16,324	
Private Institutions		1,118	15,169	615	...	...	...	...	...	...	...	4,919	
Inspection		...	...	...	51,328	11,625	798	...	...	63,751	...	...	
Miscellaneous charges (including cost of buildings, scholarships, &c.).		...	...	...	46,014	26,923	1,292	12,792	26,730	1,13,751	...	...	
GRAND TOTAL FOR 1911-12 ...		4,985	1,29,794	11,022	2,67,283	1,47,341	13,528	2,45,442	1,22,780	7,96,374	5·66	21,243	31·2
GRAND TOTAL FOR 1910-11 ...		4,779	1,17,479	10,175	2,35,950	1,42,910	13,202	2,19,447	1,40,302	7,51,811	5·9	19,404	28·2

TIRHUT DIVISION.

Male population 4,779,214
Female ,, ... 5,194,145

Total ... 9,973,359

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 716,882.

											Rs. A. P.		
High	Government	4	1,419	...	11,188	...	...	24,347	3,901	39,436	27 12 8	288	
	Aided ...	5	1,142	...	1,723	...	420	17,922	4,676	24,471	21 10 8	158	
	Unaided ...	10	3,293	...	...	...	...	40,874	21,099	61,973	18 13 1	472	
	Total ...	19	5,854	...	12,911	...	420	83,143	29,676	1,26,150	21 8 9	918	
Middle English ...	Government	3	394	...	...	563	...	2,060	507	3,130	7 15 1	49	
	Aided ...	19	1,449	49	2,082	3,425	510	7,999	6,785	20,801	13 14 2	128	
	Unaided ...	7	560	2	...	...	...	752	3,847	4,599	8 2 11	36	
	Total ...	29	2,403	51	2,082	3,988	510	10,811	11,139	28,530	11 10 0	213	
Middle Vernacular	Government	18	1,255	...	...	6,013	757	3,202	766	10,738	8 8 11	70	
	Aided ...	3	127	21	345	464	...	378	476	1,663	11 0 6	23	
	Unaided ...	8	660	...	...	...	...	610	3,038	3,648	5 8 5	65	
	Total ...	29	2,042	21	345	6,477	757	4,190	4,280	16,049	7 12 5	158	
Upper Primary ...	Government	27	1,226	101	11,810	...	...	766	...	12,516	9 6 11	243	
	Aided ...	183	9,531	328	1,341	19,391	2,664	14,286	4,332	42,064	4 4 3	466	
	Unaided ...	16	857	15	...	...	...	378	2,855	3,233	3 11 6	57	
	Total ...	223	11,614	444	13,151	19,391	2,664	15,370	7,237	57,813	4 12 8	766	
Lower Primary ...	Government	6	26	127	1,178	72	...	...	...	1,250	8 2 8	7	
	Aided ...	3,178	87,098	18,446	2,633	89,759	4,724	85,468	31,045	2,13,629	2 0 4	4,156	
	Unaided ...	649	15,773	2,815	...	...	...	12,753	8,568	21,321	1 2 4	826	
	Total ...	3,833	102,897	21,388	3,811	89,831	4,724	98,221	39,613	2,36,200	1 14 6	4,989	
Special	Training ...	23	377	...	30,044	607	...	1,860	...	32,511	86 3 9	40	
	Industrial ...	4	41	7	...	1,485	...	...	29	1,514	31 8 8	...	
	Other ...	860	18,739	6,583	4,624	18,005	2,312	18,708	33,837	77,486	3 0 11	21,103	
	Total ...	887	19,157	6,590	34,668	20,097	2,312	20,568	33,866	1,11,511	4 5 4	21,143	
Total for Public Institutions ...		5,023	143,967	28,494	66,968	139,784	11,387	2,32,303	1,25,811	5,76,253	3 5 6	28,187	
Private Institutions		933	12,459	1,028	...	...	...	...	...	...	...	4,538	
Inspection		...	...	...	61,239	15,720	630	...	379	77,968	...	...	
Miscellaneous charges (including cost of buildings, scholarships, &c.)		...	...	...	20,628	36,008	2,032	5,989	30,931	95,588	...	...	
GRAND TOTAL FOR 1911-12 ...		5,955	156,426	29,522	1,48,835	1,91,512	14,049	2,38,292	1,57,121	7,49,809	4 0 6	32,725	21·8
GRAND TOTAL FOR 1910-11 ...		5,947	153,044	29,342	1,44,495	2,02,863	15,045	1,99,469	1,53,967	7,17,839	3 14 11	31,867	21·3

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

BHAGALPUR DIVISION.

Male population 4,193,293
Female ,, ... 4,217,078

Total ... 8,410,371

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 62,832.

Class of Schools for both boys and girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1912.	Number of pupils on the rolls on the 31st March 1912.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
				Provincial revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a) Boys.	3(b). Girls.	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... ... Government	5	1,243	...	29,416	...	...	24,798	1,074	55,288	...	208	...
Aided ...	13	2,336	...	9,417	...	1,200	42,599	17,486	70,702	...	414	...
Unaided ...	4	1,332	...	...	...	...	19,380	9,040	28,420	...	385	...
Total ...	22	4,911	...	38,833	...	1,200	86,777	27,600	1 54,410	31·4	1,007	...
Middle English ... Government	5	613	...	20	785	...	2,616	1,480	4,901	...	27	...
Aided ...	31	2,762	38	6,292	2,790	1,210	14,890	17,506	42,688	...	341	...
Unaided ...	10	765	10	...	...	...	2,962	4,291	7,253	...	49	...
Total ...	46	4,140	48	6,312	3,575	1,210	20,468	23,277	54,842	13·09	417	...
Middle Vernacular Government	16	969	...	1,022	2,959	100	3,813	46	7,940	...	270	...
Aided ...	9	660	333	4,348	539	...	1,220	9,736	15,843	...	4	...
Unaided ...	1	...	42	...	...	...	565	1,598	2,163	...	5	...
Total ...	26	1,629	375	5,370	3,498	100	5,598	11,380	25,946	12·9	279	...
Upper Primary ... Government	37	1,038	235	16,003	...	88	673	45	16,809	...	174	...
Aided ...	363	16,340	977	14,463	23,735	3,692	35,809	17,342	95,041	...	2,866	...
Unaided ...	31	1,385	188	...	...	...	2,061	3,851	5,912	...	142	..
Total ...	431	18,763	1,400	30,466	23,735	3,780	38,543	21,238	1,17,762	5·8	3,182	...
Lower Primary ... Government	4	...	156	2,070	...	275	42	32	2,419	...	27	...
Aided ...	2,621	59,253	8,544	33,723	53,129	4,359	1,20,344	47,881	2,59.436	...	8,090	...
Unaided ...	961	19,212	2,288	...	...	...	27,878	13,679	41,557	..	3,886	...
Total ...	3,586	78,465	10,988	35,793	53,129	4,634	1,48,264	61,592	3,03,412	3·3	12,003	
Special ... ... Training ...	35	522	3	44,970	...	...	2,013	11,033	58,016	...	79	...
Industrial ...	14	50	214	4,598	...	...	866	4,079	9,543	...	3	...
Other ...	351	7,308	1,135	3,187	4,508	672	23,513	18,021	49,901	...	7,572	...
Total ...	400	7,880	1,352	52,755	4,508	672	26,392	33,133	1,17,460	12·7	7,654	...
Total for Public Institutions ...	4,511	115,788	14,163	1,69,529	88,445	11,596	3,26,042	1,78,220	7,73,832	5·9	24,542	...
Private Institutions	537	6,893	383	...	...	...	...	...	...	...	1,572	...
Inspection	...	...	...	90,482	12,258	402	...	317	1,03,429	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.).	...	...	...	51,988	12,100	570	48,278	65,663	1,78,599	...	...	...
GRAND TOTAL FOR 1911-12 ...	5,048	122,591	14,546	3,11,999	1,12,773	12,568	3,74,320	2,44,200	10,55,860	7·6	26,114	
GRAND TOTAL FOR 1910-11 ...	5,080	120,010	14,505	3,04,726	1,10,274	11,792	3,40,183	2,39,079	10,06,056	7·4	26,506	

ORISSA DIVISION.

Male population 2,476,484
Female ,, ... 2,655,269

Total ... 5,131,753

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 371,443.

High ... ... Government	4	1,295	...	16,992	...	...	20,872	143	38,007	29·3	120	...
Aided ...	9	2,097	163	11,327	1,300	400	30,216	17,647	60,890	26·9	146	...
Unaided ...	1	454	...	...	...	...	6,602	271	6,873	15·1	79	...
Total ...	14	3,846	163	28,319	1,300	400	57,690	18,061	1,05,770	26·4	345	...
Middle English ... Government	14	1,542	...	2,159	7,525	1,171	5,519	195	16,569	10·7	90	...
Aided ...	32	2,620	29	2,202	6,466	95	10,872	6,522	26,157	9·9	277	...
Unaided ...	7	584	6	...	...	...	2,155	3,860	6,015	10·2	35	...
Total ...	53	4,746	35	4,361	13,991	1,266	18,546	10,577	48,741	10·2	402	...
Middle Vernacular Government	14	736	3	922	5,762	...	917	257	7,858	10·6	30	...
Aided ...	21	888	214	1,482	2,671	...	1,886	5,698	11,737	10·7	45	...
Unaided ...	2	99	...	...	...	...	97	579	676	6·8	14	...
Total ...	37	1,723	217	2,404	8,433	...	2,900	6,534	20,271	10·4	89	...
Upper Primary ... Government	72	4,669	1,073	14,987	9,651	564	1,286	167	26,655	4·6	52	...
Aided ...	299	11,552	1,531	6,492	21,557	868	21,436	8,690	59,043	4·5	691	...
Unaided ...	42	1,688	146	...	...	...	2,664	1,800	4,464	2·4	29	...
Total ...	413	17,909	2,750	21,479	31,208	1,432	25,386	10,657	90,162	4·4	772	...
Lower Primary ... Government	77	5,448	1,275	3,426	10,410	1,061	772	103	15,772	2·3	5	...
Aided ...	3,720	73,373	14,132	25,984	42,418	2,172	1,72,364	26,528	2,69,466	3·0	1,391	...
Unaided ...	3,111	44,790	4,129	...	...	...	1,30,630	15,628	1,46,258	2·9	541	...
Total ...	6,908	123,611	19,536	29,410	52,828	3,233	3,03,766	42,259	4,31,496	3·0	1,937	...
Special ... ... Training ...	22	353	25	37,352	...	...	849	31	38,232	101·1	10	...
Industrial ...	5	152	19	4,755	1,200	...	...	2,144	8,099	47·4	...	...
Other ...	245	4,931	940	28,805	4,294	572	14,518	13,354	61,543	10·5	3,933	...
Total ...	272	5,436	984	70,912	5,494	572	15,367	15,529	1,07,874	16·8	3,943	...
Total for Public Institutions ...	7,697	157,271	23,685	1,56,885	1,13,254	6,903	4,23,655	1,03,617	8,04,314	4·4	7,488	...
Private Institutions	743	4,748	250	...	...	...	...	...	...	...	77	...
Inspection	...	...	...	94,882	6,649	371	...	...	1,01,902	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.).	...	...	...	44,326	32,088	1,378	25,313	9,804	1,12,909	...	...	...
GRAND TOTAL FOR 1911-12 ...	8,440	162,019	23,935	2,96,093	1,51,991	8,652	4,48,968	1,13,421	10,19,125	5·4	7,565	43·6
GRAND TOTAL FOR 1910-11 ...	8,236	153,846	20,962	2,63,385	1,49,634	8,446	3,95,374	1,04,707	9,21,546	5·2	7,054	41·4

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

TRIBUTORY STATES OF ORISSA.

Male population 1,100,242
Female „ 1,121,064

Total ... 2,221,306

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1911) is 165,087.

Class of Schools for both boys and girls and other heads of charge.	Number of schools for boys and girls on the 31st March 1912.	Number of pupils on the rolls on the 31st March 1912.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
				Provincial Revenues.	District Board's Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a) Boys.	3(b) Girls.	4	5	6	7	8	9	10	11	12
				Rs.			Rs.	Rs.	Rs.	Rs.		
High ... Government	2	550	...	...	...	...	1,437	(a)10,989	12,426	22·5	4	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	550	...	...	...	...	1,437	10,989	12,426	22·5	4	...
Middle English ... Government	16	1,553	4	...	...	...	730	(b)17,633	18,363	11·8	22	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	16	1,553	4	...	...	...	730	17,633	18,363	11·8	22	...
Middle Vernacular Government	3	207	1	...	...	...	59	(c)1,183	1,242	6·0	3	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3	207	1	...	...	...	59	1,183	1,242	6·0	3	...
Upper Primary ... Government	26	1,268	104	...	...	...	160	(d)4,102	4,262	3·1	9	...
Aided ...	67	3,447	361	1,034	...	...	353	(e)12,944	14,331	3·7	24	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	93	4,715	465	1,034	...	...	513	17,046	18,593	3·6	33	...
Lower Primary ... Government	89	2,679	379	...	...	...	28	(f)5,835	5,863	1·9	1	...
Aided ...	953	23,575	3,152	11,212	...	...	32,296	(g)32,772	76,280	2·8	103	...
Unaided ...	497	11,380	399	...	...	...	22,732	1,951	24,683	2·0	36	...
Total ...	1,539	37,634	3,930	11,212	...	...	55,056	40,558	1,06,826	2·5	140	...
Special ... Training ...	8	126	...	14,224	...	...	...	...	14,224	112·8	...	...
Industrial ...	...	...	...	...	...	...	...	...	...	...	...	...
Other ...	25	386	23	219	...	...	93	(h)4,488	4,800	11·7	143	...
Total ...	33	512	23	14,443	...	...	93	4,488	19,024	35·5	143	...
Total for Public Institutions ...	1,686	45,171	4,423	26,689	...	...	57,888	(i)91,897	1,76,474	3·5	345	...
Private Institutions	57	573	14	...	...	...	..	...	...	...	...	...
Inspection	...	...	...	20,321	...	...	...	(j)9,499	29,820	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.).	...	...	...	2,091	...	...	25,039	(k)20,480	47,610	...	...	...
GRAND TOTAL FOR 1911-12 ...	1,743	45,744	4,437	49,101	...	...	82,927	(l)1,21,876	2,53,904	5·0	345	28·9
GRAND TOTAL FOR 1910-11 ...	1,766	42,904	4,176	46,455	...	...	93,062	1,08,018	2,47,535	5·2	350	25·9

(a) Native States Revenues Rs. 10,989
(b) Ditto „ 17,597
(c) Ditto „ 1,183
(d) Ditto „ 3,976
(e) Ditto „ 11,449

(f) Native States Revenues Rs. 22,036
(g) Ditto „ 5,835
(h) Ditto „ 4,436
(i) Ditto „ 77,504
(j) Ditto „ 9,336

(k) Native States Revenues Rs. 16,424
and Imperial grant „ 3,091
(l) Native States revenues „ 1,03,314
and Imperial grant „ 3,091

CHOTA NAGPUR DIVISION.

Male population 2,777,213
Female „ 2,828,149

Total ... 5,605,362

Number of boys of school-going age (at 15 per cent of the male population under the census of 1911) is 416,581.

										Rs. A. P.		
High ... Government	5	1,348	...	27,458	...	...	22,489	289	50,236	37 4 3	142	...
Aided ...	8	1,708	...	15,034	...	144	18,402	26,673	60,253	35 4 5	111	...
Unaided ...	3	720	58	...	...	...	8,164	4,130	12,294	15 12 10	25	...
Total ...	16	3,776	58	42,492	...	144	49,055	31,092	1,22,783	32 0 5	278	...
Middle English ... Government	8	685	...	532	1,388	...	794	3,477	6,191	9 0 7	47	2,112*
Aided ...	29	2,557	309	4,564	4,367	300	7,947	15,210	32,388	11 4 9	133	132
Unaided ...	8	828	4	...	...	...	367	5,078	5,445	6 8 9	47	...
Total ...	45	4,070	313	5,096	5,755	300	9,108	23,765	44,024	10 0 8	227	2,244
Middle Vernacular Government	23	1,241	2	3,644	6,076	...	3,520	451	13,691	7 6 10	141	...
Aided ...	4	406	...	390	592	...	1,676	459	3,117	7 10 10	45	...
Unaided ..	1	71	...	...	...	...	...	396	396	5 9 3	...	...
Total ...	28	2,318	2	4,034	6,668	...	5,196	1,306	17,204	7 6 8	186	...
Upper Primary ... Government	23	1,074	121	7,454	138	...	282	377	8,251	6 14 5	83	...
Aided ...	242	11,803	1,169	9,467	15,992	1,707	13,910	19,087	60,163	4 10 2	630	377*
Unaided ...	11	903	16	...	...	...	225	4,024	4,249	4 10 0	46	..
Total ...	276	13,780	1,306	16,921	16,130	1,707	14,417	23,488	72,663	4 13 10	759	377
Lower Primary ... Government	26	535	217	1,581	...	...	398	823	2,802	3 11 7	46	581
Aided ...	2,166	53,842	5,828	18,647	56,164	1,376	52,733	37,688	1,66,608	2 12 8	3,900	...
Unaided ...	617	13,690	1,769	...	...	...	12,295	16,662	28,957	1 14 0	775	...
Total ...	2,809	68,067	7,814	20,228	56,164	1,376	65,426	55,173	1,98,367	2 9 9	4,721	581
Special ... Training ...	23	320	32	32,847	395	...	870	2,753	36,865	104 11 8	19	...
Industrial ...	25	371	276	14,223	1,604	24	879	16,128	32,918	50 14 1	45	...
Other ...	149	3,624	447	1,17,517	2,990	740	3,638	9,878	1,34,763	33 1 3	3,005	...
Total ...	197	4,315	755	1,64,587	5,049	764	5,387	28,759	2,04,546	40 5 6	3,069	...
Total for Public Institutions ...	3,371	96,326	10,248	2,53,358	89,766	4,291	1,48,589	1,63,583	6,59,587	6 3 0	9,240	3,202*
Private Institutions	119	1,837	116	...	...	...	...	...	...	...	299	...
Inspection	...	...	...	73,556	9,998	...	...	180	83,734	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.).	...	...	...	41,938	18,065	337	53,607	1,16,675	2,30,622	...	...	605
GRAND TOTAL FOR 1911-12 ...	3,490	98,163	10,364	3,68,852	1,17,829	4,628	2,02,196	2,80,438	9,73,943	8 15 7	9,539	23·5
GRAND TOTAL FOR 1910-11 ...	3,394	90,607	9,843	3,57,832	1,18,418	4,206	1,97,826	2,32,160	9,10,442	9 1 0	8,539	21·7

* Includes Native States, Revenues—3,807.

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